DOCUMENT RESUME

ED 238 794 SO 015 332

TITLE	America's Heritage, People and Problems: Instructional Materials/Resources for Grade 8 Social Studies.
INSTITUTION	Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
REPORT NO	RS-82-2582
PUB DATE	Jun 82
NOTE	238p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC10 Plus Postage.
DESCRIPTORS	Alienation; Citizenship Responsibility; Civil Rights; Colonial History (United States); Crime; Democracy; Environment; Grade 8; Human Dignity; Junior High Schools; Justice; Laws; Learning Activities; Poverty; Revolutionary War (United States); *Social History; *Social Problems; Social Studies; *United States Government (Course); *United States History; Units of Study; Values

ABSTRACT

Teachers of an eighth grade American history and government course are provided with a 4 unit curriculum guide. Following an introduction and course outline, Unit I, "Beginnings of America," contains 3 lessons covering exploration, colonization, and the American Revolution. The three lessons in Unit II examine the practical and humanistic aspects of democracy. Unit III explores the foundations of American democracy in lessons on law, criminal and civil justice, civil rights, and civic participation. The final unit includes four lessons focusing on the social problems of poverty, crime, alienation, and the environment. Lessons utilize a variety of teaching methods, including discussion, debate, editorials, role plays, skits, and collages. General teaching strategies, research guidelines, and Hawaii Social Studies Program objectives are appended. (LP)

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Instructional Materials/Resources for Grade 8 Social Studies

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America's Heritage, People and Problems

SO 015 333

Office of Instructional Services/General Education Branch ● Department of Education ● State of Hawaii
RS 82-2852 ● June 1982

FOREWORD

This publication is designed to aid teachers who will be teaching the grade 8 social studies course titled, "Basic Issues and Problems in the United States." The title of this curriculum resource guide, "America's Heritage, People and Problems," captures the major foci of the four units of study. The curriculum for this course is designed to develop a comprehensive understanding of the historical significance and growth of a democratic government and society characteristic of the United States today.

Each unit begins with an overview and follows the following format: (1) index to student references; (2) key questions; (3) generalizations; (4) concepts; (5) objectives; and (6) a series of introductory, developmental and culminating lessons and activities.

This guide was developed and written by Mr. Barry Yamamoto, a teacher at Niu Valley Intermediate School, and Mrs. Jane Kinoshita, a resource teacher in the Office of Instructional Services. Every attempt was made to incorporate the "successful" lessons and activities used by many teachers throughout the state.

Implementation will be guided and assisted by specialists from the district offices and the Office of Instructional Services.

Donnis H. Thompson

Dr. Donnis H. Thompson
Superintendent

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INTRODUCTION

America's Heritage, People and Problems focuses on the early history of the nation, its people and their struggle to build a more democratic nation. The meaning and impact of the Constitution and Bill of Rights on American citizens and some of the problems of contemporary America are also explored in this course.

A major strand running through this study is the concept of democracy, although its meaning and application have changed over time. As society and times changed, new laws evolved to meet new demands, and in time, were accepted to form an ever-broadening concept of democracy.

This study includes the following units:

UNIT I: BEGINNINGS OF AMERICA. This unit examines the conditions and circumstances which led to the exploration and settlement of America, the development of the people as "Americans" and the struggle for self government.

UNIT II: DEMOCRACY AND HUMAN DIGNITY. This unit explores the historical past and inquires into its long and continuing struggle for democracy. It examines the importance of British traditions and colonial experiences in the formation of American democracy, and how the concept of human dignity can be translated into everyday life.

UNIT III: FOUNDATIONS OF AMERICAN DEMOCRACY. This unit explores the form of government created under the Constitution, inquires into the meaning and impact of the Bill of Rights on citizens, and examines citizen participation in public affairs.

UNIT IV: SOCIETAL PROBLEMS. This unit examines some of the societal problems that confront Americans today. It explores the causes and effects of these problems on society and examines the roles of the individual, community and government in seeking solutions and acting on them. Teachers may study other problems that may be more relevant to their students.

Teachers are encouraged to use their imaginations and creativity to bring to life the early history of America, the men and women who shaped the development of American democracy, and the impact of the Bill of Rights on the lives of people in this nation. Teachers are also encouraged to assist students in building positive self concepts, developing decision-making and problem-solving skills, and developing a continually growing philosophy that reflects responsibility to self and others.

Time allotments for the units have not been specified. Teachers should gauge the ability and interest levels of their classes to determine the length and depth of lessons.

Sample lessons and activities have been provided but these should serve only as springboards to more creative lessons and activities.

COURSE OUTLINE

UNIT I: BEGINNINGS OF AMERICA

A. Exploration

   1. Reasons for exploration
   2. Effects of explorations

B. Colonization

   1. Settlement of the United States
   2. Reasons for settlement in America from various countries
   3. Colonial ways of life

C. American Revolution

   1. Causes of the Revolution
   2. Different points of view: Negroes, American Indians, British soldiers, non-English Europeans

UNIT II: DEMOCRACY AND HUMAN DIGNITY

A. Democratic Origins

   1. Athenian democracy
   2. Roman justice
   3. English heritage

      a. The Magna Carta
      b. The Petition of Right
      c. The English Bill of Rights
      d. Parliament

B. Colonial Roots of American Democracy

   1. Mayflower Compact
   2. Fundamental Orders of Connecticut
   3. Maryland Toleration Act
   4. Roger Williams' defense of freedom of religion
   5. Trial of Peter Zenger

C. Human Dignity

   1. Declaration of Independence: inalienable rights to life, liberty, and the pursuit of happiness
   2. Self Concept

UNIT III: FOUNDATION OF AMERICAN DEMOCRACY

A. The U.S. Constitution

1. Articles of Confederation
2. Structure of Government
3. Bill of Rights

    a. Liberty
    b. Justice
    c. Civil Rights
    d. Equal Opportunity

B. Political and Social Processes

1. Elections
2. Election Campaigns and Issues
3. Political Parties
4. Citizenship

UNIT IV: SOCIETAL PROBLEMS*

A. Problems

1. Poverty
2. Crime
3. Alienation
4. Environmental Problems

B. Causes, Effects, Alternative Solutions

Ongoing: Current Issues

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* Teachers may select other societal problems that may be more relevant to their students.

UNIT I: BEGINNINGS OF AMERICA

Overview

The roots of the settlement of America can be traced to the search for new trade routes which led to the rediscovery and subsequent exploration and settlement of America. The beginnings of America can also be traced to the economic and political conditions in England which led many to seek greater freedom and opportunity in America.

The first successful British colony of America was Jamestown, which also pioneered the representative form of government as a model for other colonies. After Jamestown, the settlers went to New England and then to other places along the Atlantic seaboard in increasing numbers.

As early as the 1760's, many people in the colonies were beginning to think of themselves as "Americans." They eventually took action against British regulations and the principle of taxation without representation and won their independence after the Revolutionary War.

This unit examines the conditions and circumstances which led to the exploration and settlement of America, the development of the people as "Americans" and the struggle for self-government.

INDEX TO STUDENT REFERENCES - UNIT I

Authors*	Exploration	Colonization	Revolution
Bidna	28-50	53-118	121-140
Bowes	3-23	27-53, 192	58-88
Branson	10-33, 536-537	37-85	89-113
Buggey	66-88	90-177	180-206
Cuban	23-29	30-35, 42-67	69-88, 90-115
Glanzrock	1-17, 25-40	43-67	70-86
Graff	12-43	44-213	164-213
Okun	24-42	44-118	122-162
Pauline	13-33	35-62	64-92
Peck	21-26	26-40	45-99
Wilder	4-55	68-138	133-182

*Complete bibliographical information at the end of the unit.

UNIT I: BEGINNINGS OF AMERICA

Key Questions

1. What changes in Europe led to the discovery and exploration of America?
2. Why do people take risks? What kind of people are risk takers? What risks did the explorers, settlers, and revolutionaries take?
3. How did the immigrants and settlers become "Americans?"
4. Why did the colonists revolt against England and what actions did they take?
5. Who were the leaders (during the periods of exploration, colonization and the Revolutionary War) and what were the consequences of their decisions on the history of America?

Generalizations

1. Actions, ideas and decisions have consequences. The founding of America was the result of the interaction of many ideas, decisions, and actions.

2. Changes which took place in Europe during the fifteenth century had a great effect on the history of America. Demand for new products from Asia led explorers to take risks and to search for new trade routes which had a direct bearing on the discovery and exploration of America.

3. Humanity's exploration into the unknown have changed and continues to change the geographic concept of the world and its future.

4. People migrated to America because of various reasons: desire for religious and political freedom, adventure, greater opportunity for a better way of life. They changed the course of American history.

5. The first successful British colony of North America was Jamestown, which pioneered the representative form of government as a model for other colonies. After Jamestown, the settlers went to New England and then to other places along the Atlantic seaboard in increasing numbers. The New England, Middle, and Southern colonies each developed its own way of life.

6. The American experience was molded in part by the English colonists who brought with them their language, customs, religions and ideas on law and government.

7. As early as the 1760's, many people in the colonies were beginning to think of themselves as "Americans."

8. Great Britain's loose control over the colonies until the end of the French and Indian War resulted in the growth of the idea of home rule. Thus, British attempts to tax and regulate the colonies met with American opposition. Although there were many causes of the American Revolution, one of the most important was the desire of the colonists to be free of British regulations, such as the Proclamation of 1763, Stamp Act, Townshend Acts, Tea Act and Intolerable Acts.

9. America had strong leaders to guide her during the American Revolution.

Concepts

1. Change: To cause to become different
2. Risk taking: Taking the chance of losing something in order to gain something else
3. Exploration: Searching out; traveling in a region previously unknown or little known in order to learn about its physical features, inhabitants, etc.
4. Migration: Movement of people from one country to settle in another
5. Settlement: A new colony, or a place newly colonized
6. Colonization: Establishment of colonies
7. Home Rule: Belief in the right of the colonies to control their own affairs
8. Revolution: Overthrow of a government or system by those governed and usually by force, with another government or system taking its place

Objectives

1. Identify and explain the factors responsible for European exploration of America.
2. Identify and discuss the reasons for European migration and settlement in America.
3. Analyze and discuss the factors which contributed toward a successful colony.
4. Analyze and compare the lifestyles of the New England, Middle and Southern colonies.
5. Identify and explain the causes of the American Revolutionary War.
6. Explain the different points of view of the war held by various groups, such as Negroes, native American Indians, British soldiers, and non-English Europeans.
7. Identify the leaders of the Revolution and describe their roles in the war effort.

LESSON I: EXPLORATION

Generalizations

1. Actions, ideas and decisions have consequences.
2. Changes which took place in Europe during the fifteenth century had a significant effect on the history of America. The demand for new products from Asia led explorers to take risks and to search for new trade routes which had a direct bearing on the European discovery and exploration of America.
3. Humanity's exploration into the unknown has changed and continues to change the concept of the world and its future.
4. People explore for various reasons. The Europeans had varied reasons for exploring North America. These include finding gold and silver, converting Indians to Christianity and getting more trade goods.

Concepts

1. Change: To cause to become different
2. Exploration: Searching out; traveling in a region previously unknown or little known in order to learn about its physical features, inhabitants, etc.
3. Risk taking: Taking the chance of losing something in order to gain something else

Objectives

1. Identify and explain the factors responsible for European discovery and exploration of North America.
2. Explain the effects of exploration on the people and land of America.
3. Explain why people take risks.

Introductory Activity

Introduce students to the lesson by discussing a topic which is closer to the students in time and experience. For example, have students discuss a statement made by President Kennedy in 1971 in reference to the exploration of space: "This is a new ocean and the United States must sail on it."

The following questions can serve as guidelines:

a. What do you think President Kennedy was talking about? What could this "new ocean" be?

b. Why do you suppose the United States began exploration of space?

c. Were there any risks involved? For the United States? For the astronauts? Explain.

d. If a new planet were discovered and scientists confirm that the planet is rich in gold, diamonds, fertile land, and can support human life, would you be willing to explore the planet? What risks or problems would you probably need to prepare for? Under what conditions would you be willing to leave earth to explore a new planet?

   Have students suggest "if" statements. "If . . ., then I would be willing to explore the new planet."

Developmental Activities

1. Have students pretend they are sailors living in Europe in 1492. Set the stage for them by reading the following hypothetical situation. Embellish the story with your own imagination.

   You have not gone on long ocean voyages previously and have heard stories of huge sea monsters which are much larger than even the largest ships. You have just been asked by Christopher Columbus to sail to India through a new ocean route.

   Questions to consider:

   a. What risks would you be taking? Think in terms of the fifteenth century.

   b. What questions would you want to ask?

   c. What would encourage you to sail?

   d. What would encourage you to stay at home?

   e. Would you sail with him?

   Have students compare the early explorations with contemporary explorations. Ask: What are the areas of exploration for us today? What do we hope to gain?

   Inform students that groups of people like the Phoenicians, Greeks, Chinese, etc., have been exploring other lands from ancient times. Have students suggest all the possible reasons they might have had for their explorations. List the reasons on a chart and title it "Why Explore?" Keep the chart for a later lesson.

2. As students gather information from books, filmstrips, films, etc., have them begin an on-going time line and note the significant data. See p. 12 for instructions on making a time line.

3. Have students guess what a map of the world during Columbus' time may have looked like. Hand out copies of "Map of the World" located on p.13 at the end of this lesson. Ask students to compare the map of the world during Columbus' time with a present map of the world.

   Discuss the following questions :

   a. How might the map of the world during Columbus' time have influenced the views of the explorers?

   b. How did Columbus' voyage change the geographic views of the world?

4. Inform students that they will plan and present informational skits about explorers. Have students raise questions that can be answered. The questions may include motivation for exploring, place/s explored, and results of their explorations.

   Divide the class into explorers who sailed for France, Spain, Portugal, or England. Instruct each group to gather information on the explorers who sailed for one country and plan an informational skit about the explorers. Encourage them to use props and visual aids to help the story come alive.

   If necessary, instruct students in planning for a skit.

5. Have students gather data about the explorers and fill in the following chart:

Explorer	Country	Place/s Explored	Contribution to country	Effect on Indians

   The following can serve as quide questions:

   a. If you could have gone with any explorer, which explorer would you choose? Explain.

   b. Select one explorer and write a letter to him/her expressing your views of the explorer's treatment of the Indians.

   c. Choose one explorer and explain the effects of his/her exploration(s).

d. Pretend you are an Indian. Tell your side of the story of what happened to you and your people with the coming of the explorers. Include how you would like to have been treated.

6. Ask students: If you had the opportunity to meet one of the explorers, what questions would you ask? Encourage students to suggest questions and record them on a chart.

   Divide the class into groups. Have each group select one explorer and gather information about him. After the groups have gathered their data, hold a press conference. Each group will have someone play the role of the explorer and the rest of the students in class will play the role of reporters and interview the explorer. The reporters will then write articles about one or more explorers. Students may write their articles individually or in groups.

   Remind students to include the main facts and answers to the questions: What? Why? How? When? Where?

7. By the 1400's Europeans seemingly had a lot of knowledge and technology to aid exploration. Have students suggest what knowledge and inventions were necessary to enable explorers to sail into the unknown. Record their answers on a chart. Then have students gather information and explain the part each played in making the explorations possible. Inventions may include movable type, gunpowder, rudders vs. steering oars, lateen sails vs. square sails.

8. Draw students' attention to the "Why Explore?" chart and based on the data gathered, have students examine the reasons why people explore and make necessary additions or corrections.

Culminating Activity

Have students examine their time lines and point out causes and effects or show how ideas and actions have consequences.

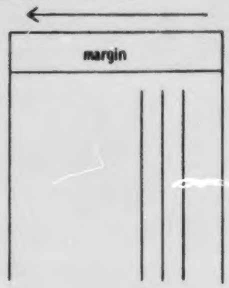
Time Line

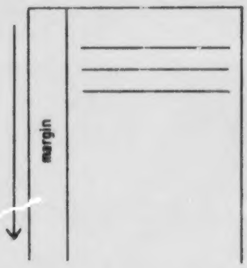
Purposes:

A. To assist you in developing a sense of history.

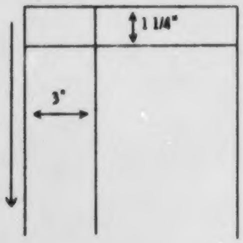
B. To assist you in organizing the sequence of interrelated events and developments.

C. To provide you with a means for seeing cause and effect relationships.





Either pattern can be used with ease by extending it along either the top or left margins of an 8½ x 11 notebook. You may use a law notebook, available at almost any stationery store. The margins on the pages of such a notebook are as follows:



Obviously, the 3" margin is the best place for your time line.

OR

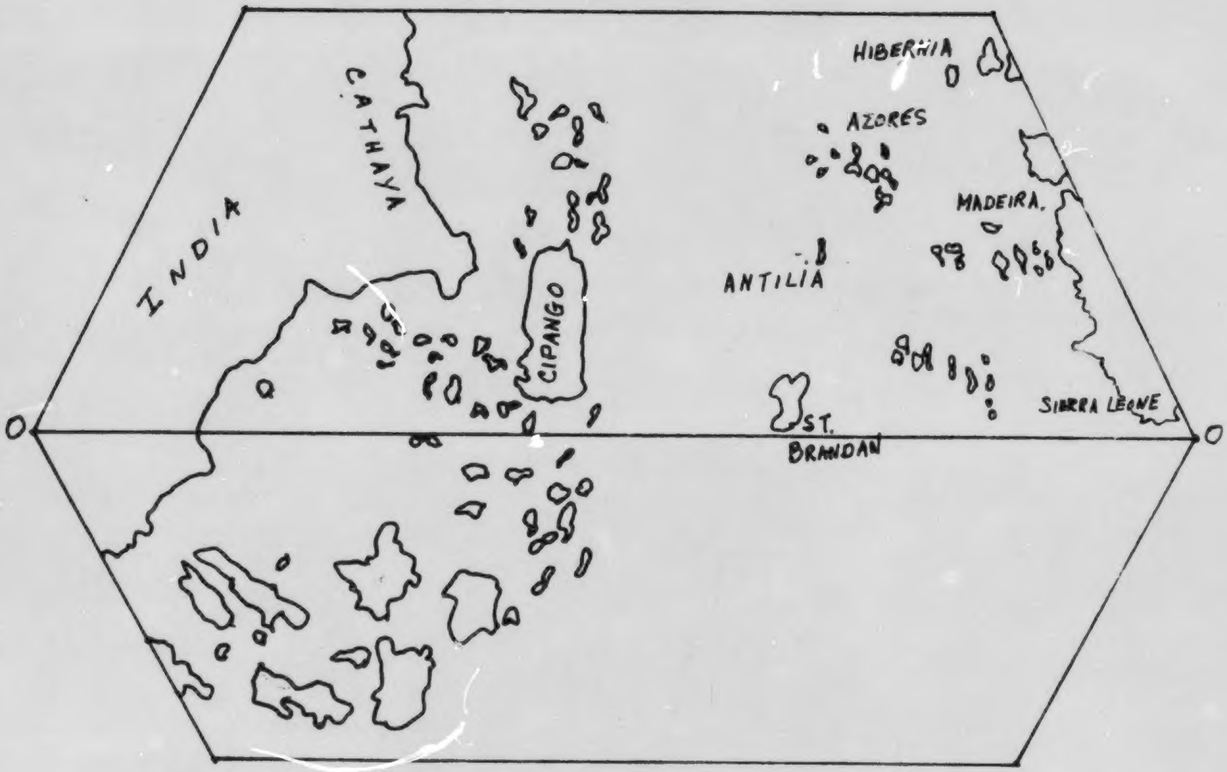
You may use graph paper.

On your time line make brief entries about any person or event that you believe to be important to your sense of the past. You may use symbols instead of words, i.e., a brief graphic presentation of the person or event. You may want to identify the beginning and ending of an era or epoch, an invention, the birth of an idea, political movement, events, people or leaders who shaped history. It is your time line, done to serve your own needs. Put on it what will serve those needs.

Source: Ray Conrad

Map of World

Toscanelli's Map, 1474


HIBERNIA
AZORES
CATHAYA
MADEIRA.
INDIA
ANTILIA
CIPANGO
SIERRA LEONE
O
ST. BRANDAN
O

CATHAYA - China	ANTILIA - island described in medieval legends
CIPANGO - Japan	ST. BRANDAN - mythical land described in medieval tales
HIBERNIA - Ireland	

Source:

Kownslar, Allan O., Donald B. Frizzle, Discovering American History From Exploration through Reconstruction. New York: Holt, Rinehart and Winston, Inc., 1974, p. 6.

LESSON II: COLONIZATION

Generalizations

1. People migrated to America because of various reasons: desire for religious and political freedom, adventure, greater opportunity and a better way of life.

2. The first successful British colony of North America was Jamestown, which pioneered the representative form of government as a model for other colonies. After Jamestown, the settlers went to New England and then to other places along the Atlantic seaboard in increasing numbers.

3. The American experience was molded in part by the English colonists who brought with them their language, customs, religions and ideas on law and government.

4. The New England, Middle and Southern colonies each developed its own way of life.

Concepts

1. Migration: Movement of people from one country to another
2. Settlement: A new colony or a place newly colonized
3. Colonization: Establishment of colonies

Objectives

1. Identify and discuss the reasons for European migration and settlement in America.

2. Analyze and discuss the factors which contributed toward successful colonies.

3. Analyze and compare the ways of life of the New England, Middle and Southern colonies.

Introductory Activity

Introduce students to this lesson by asking: Where did your ancestors migrate from? Ask them for possible reasons for the migration to Hawai'i. Encourage the recent student immigrants to share their reasons for coming to Hawai'i. Have students suggest reasons for recent migration from the mainland United States.

On a chart titled "Reasons for Immigration" list the reasons suggested by the students. Accept all suggestions.

Have students look over the list and note the reasons which might have led the early Europeans to immigrate and settle in America. Ask students if they want to add other reasons to the chart.

Ask students if those reasons would encourage them to settle on another planet. Have students write brief stories about conditions on earth which might encourage them to settle on another planet. Ask students to share their stories with the class.

Developmental Activities

1. Have students read appropriate materials on colonization and continue the time lines started in Lesson I. Discuss important dates, events, etc., listed on the time lines. Explain the reasons for including the items on the time lines.

2. Ask students what kind of dreams they think the immigrants had while sailing on the ship from Europe to America. Have students gather data and in groups of five, produce a newspaper which may include articles, interviews which express the people's reasons for migrating to America in the 17th and 18th centuries.

   After students have gathered and created the newspaper, refer to the chart "Reasons for Immigration" and make additions or corrections. Have students formulate a summary statement about the reasons for immigration to America.

   Later, students may add a supplement to the newspaper with "letters to the editor" describing the reality of conditions in the new land.

   Have students write their own dreams of the future and compare with the early settlers' dreams.

3. Ask students to plan in small groups for the settlement of a new planet. Tell students that the planet is very similar to Earth and is inhabited with less civilized people. Have students decide on the following:

   a. What kind of people do you want to include?

   b. What skills should they have?

   c. What temperament or personality should they have?

   d. What goods, for yourselves and for trade, do you want to take?

   e. What plants, seeds, or animals will you take?

f. What kinds of books will you take?

g. What rules will you make?

h. What customs will you continue?

i. The United States will help you with whatever you need until you are self-sufficient. In return, you will be required to pay income taxes to the United States government. Will you continue to be loyal citizens of the United States?

Discuss: Do you think your colony has a good chance for success? Explain your answer.

4. Ask students to compare the colonies of Jamestown and Plymouth--reasons for settlement, types of people who migrated, leadership, geography, relationship with Indians, problems faced, etc.

	Jamestown	Plymouth
Reasons for settlement		
Geography		
Etc.		

Students can analyze the beginnings of both colonies and identify and discuss the factors contributing to the success or hardship suffered by the colonists.

The following can serve as guide questions:

a. What were the goals of the people? Did the goals help determine success or failure of the settlement?

b. Did geography play a role in the success or hardship suffered?

c. Did the relationship with Indians help or hinder the success of the settlement?

d. What were the leaders' roles in the survival of the settlement?

e. Were there any changes experienced by the settlers which enabled them to survive?

f. How are our lives similar and different from the early settlers' lives?

Have students pretend they are Jamestown settlers and have them write letters to their parents about life in the early days of the settlement. Or have students draw political cartoons which express their feelings and opinions about some of the problems encountered at Jamestown.

5. Have students make a chart of the settlement of the thirteen colonies.

Settlement of Thirteen Colonies					
Colony	Settlement	People	Leader	Date	Reasons settled
Virginia	Jamestown	English, Dutch, French, Italian	John Smith	1607	trade, profit

On a map of the thirteen colonies, tell students to indicate the products of the colonies.

Have students suggest questions which can be answered by examining the chart and map. Or use the chart and map to answer the following questions:

a. Does the chart give you some evidence to explain why America's national language is English? Explain.

b. What were the two most important reasons for English colonization?

c. What were the main products of the English colonies?

d. Do any of the facts listed on the chart relate to any facts shown on the map?

e. Write two questions about the colonies that are not answered by the map or chart.

If appropriate, ask students to share questions and suggest possible answers. Then have students gather information to answer the questions raised.

6. Write the following questions on the board:

a. How did geography help to shape the economic development of the New England, Middle and Southern Colonies?

b. What similarities did you find among the colonies? What basic differences did you find among the colonies? How can you explain these similarities and differences?

Ask students to brainstorm and suggest possible topics they will need to research before they can answer the questions. After a class discussion, decide which ones to keep. Then ask students to make an outline using the topics and gather data so they can answer the questions.

I. The ____________ Colony

   A. The Land (soil, geography, resources, climate)

      1.
      2.

   B. The Economic Development (industry, farming, trading)

      1.
      2.

   C. The People (include religion)

      1.
      2.

   D. The Government

      1.
      2.

7. Have students select a community of the 1750's - 1770's and do a community study. The following can serve as guidelines to organize the study.

   a. Physical setting: climate, animals, plants, topography, nearness to other communities

   b. Making a living: kinds of work to obtain necessities and luxuries, dependence on others in making a living, ownership of land, tools

   c. Domestic setting: size of household, number of rooms, use of house

   d. Community networks: people who belong to the community, relationship of family to others in the community

   e. Daily routines of adults and children: types of activities performed on a routine basis, differences between tasks and routines of boys and girls and men and women

Source: Social Education, Vol. 38, No. 2 (February 1974), p. 116.

Culminating Activity

Have students write "I learned...." statements. Encourage them to think in terms of big ideas. Or write key ideas on the board and have students write the important ideas associated with those words.

LESSON III: REVOLUTION

Generalizations

1. As early as the 1760's, many people in the colonies were beginning to think of themselves as "Americans."
2. Great Britain's loose control over the colonies until the end of the French and Indian War resulted in the growth of the idea of home rule. Thus, British attempts to tax and regulate the colonies met with American opposition.
3. Although there were many causes of the American Revolution, one of the most important was the desire of the colonists to be free of British regulations, such as the Proclamation of 1763, Townshend Acts, Tea Act and Intolerable Acts.
4. The colonists were faced with making choices and decisions which had consequences for themselves and America.
5. America had strong leaders to guide him/her through the American Revolution.

Concepts

1. Decision-making: Process of making choices and decisions
2. Home Rule: Belief in the right of the colonies to control their own affairs
3. Revolution: Overthrow of a government by those governed and usually by force, with another government or system taking its place

Objectives

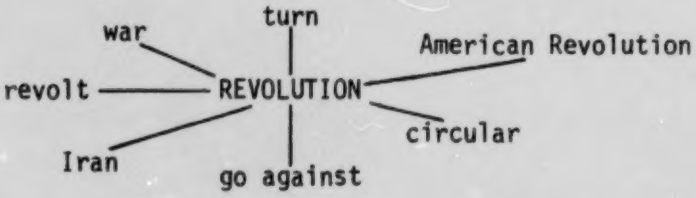
1. Identify and explain the causes and results of the American Revolution.
2. Explain the different points of view of the war held by the Negroes, native American Indians, British soldiers, and non-English Europeans.
3. Identify the leaders of the Revolution and their roles in the war effort
4. Identify the choices and the possible consequences that the people had to consider concerning the Revolution.

Introductory Activities

1. Introduce students to this unit by writing the word "revolution" on a

chart. Ask the class for words, phrases, or events that they associate with the word "revolution" and write them on the chart. Accept all words.

e.g.



Ask students for their definitions of the word "revolution" and write them on the chart. Validate their definitions with the dictionary.

Inform students that the next unit of study will be the American Revolution. Ask students to skim through the chapters on the American Revolution and read the headings and captions of the pictures. Then have students select the most appropriate definition for "American Revolution." Have them give reasons for their choice. Note their reasons on the chart. Keep the chart for later comparison.

2. Discuss any on-going revolution or revolt in the world. Have students suggest possible reasons for the revolt. Discuss students' opinions of the revolt--do they think the action is justified?

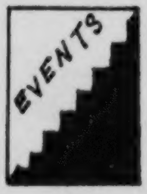
Developmental Activities

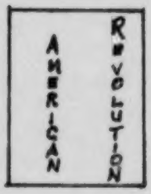
1. Have students create a learning mobile of the American Revolution. Ask them to draw graphic or pictorial illustrations of the more significant elements, characteristics, or facts of a concept.

   e.g., Create a mobile of the events leading to the American Revolution.

   Directions to make the mobile:

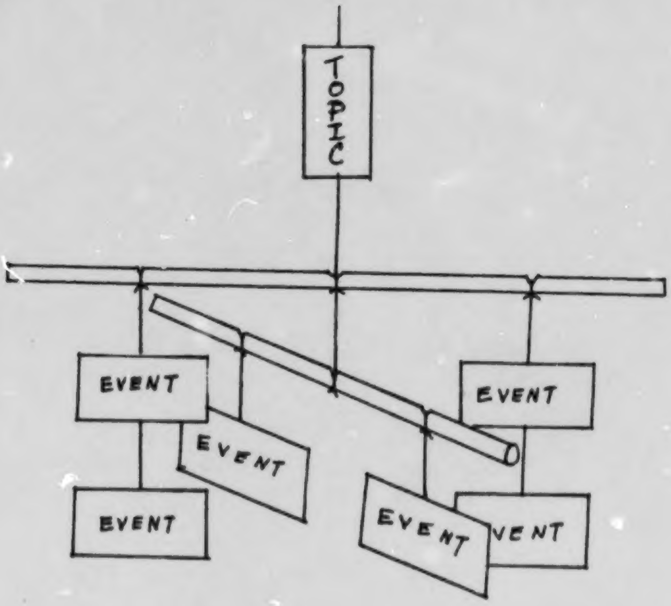
   a. Cut two strips for the title. Write the title on the strips and glue together with a fishing line in between.





   b. Cut out cards about 4 inches square. The information or answers to the teacher's questions should be written on the cards.

   c. Get a small dowel and cut and notch at appropriate places. Tie your completed data cards onto the dowel in a suitable arrangement.



Do the following activities and write the answers on the data cards. Then create your mobile.

a. On a map, indicate the areas occupied by the Indians and the areas to be occupied by the colonists under the provisions of the Proclamation of 1763.

b. Compare the colonial policies of William Pitt and George Grenville. Include the Stamp Act.

c. Read the writings of colonists such as Samuel Adams, Patrick Henry, John Dickinson, James Otis, etc., and trace the trend of feelings held by the colonists between 1763 to 1775.

d. Through the eyes of a colonist, analyze the symbolism of the Boston Massacre and the Boston Tea Party.

e. After reading the Intolerable Acts and the positions taken in the First Continental Congress, defend the radical or conservative viewpoint.

For further information and ideas see Social Education, November-December 1975, pp. 504-509.

2. Ask students if they or their peers sometimes need to make crucial decisions. Encourage students to share the dilemmas. Then ask students what factors need to be considered before making a decision. Then have students read case studies of people who had to make crucial decisions. See "Case 1" and "Case 2" at the end of this lesson on pp. 26-27.

The following questions can serve as guidelines:

a. What does each person value?

b. What options or alternatives did each have?

c. What action should they take?

d. What may be the consequences?

Compare the cases with any contemporary case or movement.

3. Have half of the class pretend to be colonists and write letters to the editor of a newspaper describing how they and others feel and are affected by the Proclamation of 1763, Stamp Act, or other regulation.

Have the other half of the class pretend to be members of Parliament and write letters to the editor explaining why they think the colonists should pay taxes. Have students read their letters to each other and have a discussion to bring the two sides closer together.

4. Choose one of the regulations passed by Parliament and tell students that the colonists don't like it and want to do something. Encourage students to suggest questions which need to be answered before any action is taken. Compare students' suggestions with the steps below. Then ask students to apply the following discussion/analysis approach to public policy problems. Have students work in small groups and then have a class discussion.

a. Identify or define the issue.

What is the problem? Why is it a problem?

b. Identify or specify who or what institution sets the policy.

Who made the present law to cause the situation? Why? Who has the power to change it? How?

c. Identify or specify the groups or categories of people with an interest in the issue. (Remember, you are a colonist.)

Who cares? Who has something at stake? Who represents each interest? What are their values?

d. Propose or discover solutions to the problem.

What can or should be done about it? What are the consequences of each proposal?

e. Select the best solution after examining the alternatives.

What course of action should I follow (if I were a colonist)?

5. Encourage students to participate in a negotiations exercise in which they try to resolve the Boston Tea Party crisis. In teams of three or four, have students role play the major actors in the crisis as they consider the question, "Should the Tea Be Landed?"

Procedure:

a. Read background information and become familiar with the situation leading to the Tea Party crisis.

b. Divide into teams of three to five and choose one of the following roles to play:

    1) Thomas Hutchinson - Royal Governor of Massachusetts

    2) Sam Adams - Leader of the Popular Party of Boston

    3) Richard Clarke - Tea merchant; an agent of the East India Company

    4) John Hancock - Member of Governor's Council; leading merchant in Boston

    5) John Adams - Boston attorney

    6) Francis Rotch - Son of the owner of the ship "Dartmouth," one of the ships loaded with tea

c. Read the data cards about the characters. See pp. 28-33 at the end of this lesson. Decide how the character you represent stands on the issue: Should the tea be landed?

d. Given the situation and the character you represent, list options that might be possible.

e. Formulate a plan of action for your character which you feel will most effectively carry out his stand on landing the tea.

f. Share your plan and the reasons for your choice with the other teams.

g. Re-examine your plan. Revise the plan if you wish.

h. Negotiate with other team members to find a joint solution that a majority (at least three) agrees with. You may need to compromise. Neutral characters who will not take action to stop your plan can be counted as participants on your side.

i. Each team is to make a decision as to what it will or will not accept. Has a joint solution been accepted? Or is it a stalemate?

j. Read about the events leading up to the Boston Tea Party. See pp. 34-36 for the "Calendar of Events" from October 21, 1773 to December 16, 1773.

    Determine at what points the individuals involved made or could have made critical choices.

k. Would you have joined the tea party?

Source: Social Education (February 1974), pp. 137-152.

6. Have students participate in an informal murder trial of the British soldiers involved in the Boston Massacre. Role play people who may have seen the incident.

   Discuss: Who really started the riot, the colonists or the British?

7. Ask students to examine the Declaration of Independence in their textbooks.

   Discuss the following:

   a. Why was Thomas Jefferson chosen to draft the Declaration of Independence?

   b. What was the purpose of the document?

   c. What points were made in the document?

   d. Was there any opposition to the document?

8. In groups, have students "publish" a newspaper which includes various viewpoints of the Revolutionary War and/or the events leading to the War. Go to the library and research the viewpoints of the Negroes, native American Indians and non-English Europeans as well as the British soldiers.

9. Have students analyze the battles and the methods of fighting. Discuss: Why did the Americans win the War? How is modern warfare different?

Culminating Activity

List topics, pieces of information that students have covered through reading, lecture, audio-visual media, discussion, etc.

Make copies of the list for each student and cut each topic and information into separate pieces.

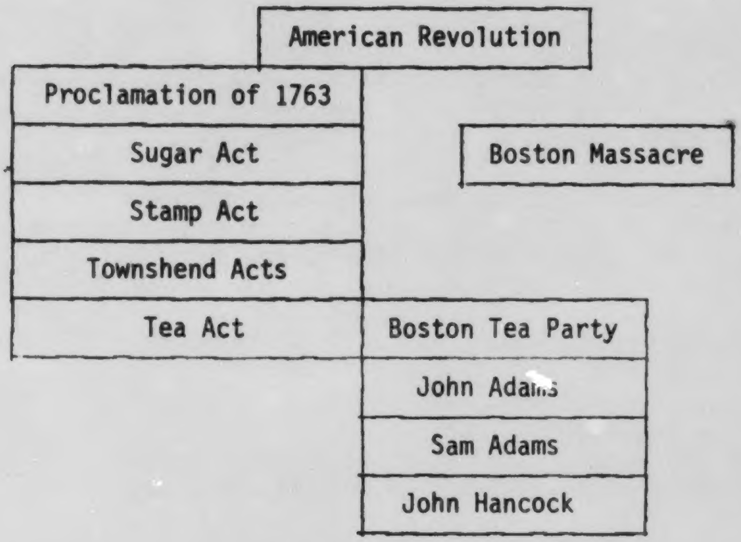
Have students arrange the topics and information into patterns, structures, or relationships that are meaningful to them.

e.g.

Boston Massacre
American Revolution
Sugar Act
Boston Tea Party
Sam Adams

John Hancock
John Adams
Townshend Acts
Proclamation of 1763
Stamp Act
etc.

Ask students to write explanatory notes about the arrangement of the pieces.


American Revolution
Proclamation of 1763
Sugar Act
Stamp Act
Townshend Acts
Tea Act
Boston Massacre
Boston Tea Party
John Adams
Sam Adams
John Hancock

Supplementary Activity

Have students do the wordfind on the signers of the Declaration of Independence. See p. 37 for a copy of the handout.

Case 1: William Rotch, Nantucket - 1775

When the Revolutionary War broke out Richard Rotch, who was a Quaker, saw clearly that he and the inhabitants of Nantuckett ought to remain neutral and take no side in the war.

As Quakers, he and most of the people of Nantuckett were against war or any form of destruction of people. However, he also realized that the Quakers who took no side would probably suffer the consequences of remaining neutral.

Richard Rotch was soon faced with a choice: Should he remain neutral?

His problem began in 1764 when he took over the business of a merchant who died bankrupt and was deeply indebted to him. Among the goods he had taken over were quite a number of muskets and bayonets. Over the years he sold the muskets but had always refused to sell the bayonets.

And now with the start of the war, a colonist from the Massachusetts Bay Colony wants to buy the bayonets.

SHOULD WILLIAM ROTCH SELL THE BAYONETS TO THE COLONISTS?

Adapted from Social Education, Vol. 38, No. 2 (February 1974) p. 135.

Case 2: Josiah Quincy, Boston, Massachusetts - 1770

The colonists called names and threw rocks and snowballs at some soldiers who were marching down the street. Soon a crowd began to gather and started yelling at the soldiers.

The soldiers, at the command of someone who was never identified, fired into the crowd. Five colonists were killed.

The colonists demanded that the soldiers be brought to trial. Finally, it was decided that Captain Preston and the soldiers should be tried in a civil court.

Two young lawyers, Josiah Quincy and John Adams were asked to defend the British soldiers. As lawyers they were committed to the idea that all people have a right to a fair trial.

But when Josiah's father learned that his son might be defending Captain Preston, he wrote to him immediately. In his letter he wrote how distressed he was upon hearing that Josiah was going to defend criminals who were charged with the murder of their fellow citizens.

SHOULD JOSIAH QUINCY DEFEND THE BRITISH SOLDIERS?

Adapted from Social Education, Vol. 38, No. 2 (February 1974) p. 135.

Data Card for Thomas Hutchinson, Governor

You are the royal governor of Massachusetts and it is your duty to enforce acts of Parliament. As an American, you would have preferred that Parliament not tax Americans, but you also feel strongly that the laws of Parliament must be upheld. And since Parliament has passed the Tea Act, you feel that this tax must be collected. Your sons have been selected as agents of the East India Company to sell the tea. Through the marriage of one of your sons, you are "related" to Richard Clarke, an East India Company tea agent who has great influence in the Massachusetts colony.

Your relations with the Bostonians have been bitter. In 1765 you supported the Stamp Act and as a consequence your house was ransacked. As Governor you were continuously harassed by Sam Adams. Recently Adams has tried to smear you by publishing your letters in which you urged Parliament to assert its authority over the colonies. Hence, the Americans in the Massachusetts General Court have petitioned the British government to remove you from office. You are angered by such attacks and have requested a leave of absence from your duties as governor. This fall, the government has granted you this request. However, you don't like to give the impression that you're quitting because of the opposition's harassment. And now you have a chance to even the score with your opponents. There are soldiers, ships of war, and other British officers stationed at Castle Island, in Boston harbor, and if necessary, you can call them out to help land the tea. You definitely feel you have the upper hand and the power to deal with any situation that might arise.

Options:

1. You could take your leave of absence.
2. You could give the "Dartmouth" a clearance to leave Boston without landing the tea.
3. If the "Dartmouth" sailed without clearance and with the tea unloaded, you could ask the Navy to block the ship or let it go.
4. You could accept the proposed plan to store the tea in the Customs House. The duty on the tea would not be collected until you release it to the tea agents.
5. After the ship comes into port, the agents have twenty days to pay the duties. You could wait the twenty days and then seize the cargo with support from the Navy.
6. At any time during the twenty day period you can send British soldiers to unload the tea for the agents.

Adapted from Social Education, Vol. 38, No. 2 (February, 1974), p. 141.

Data Card for Samuel Adams, Politician

You are a radical politician, writer, and activist for the rights of American patriots and have been a power in Boston politics since 1764. You attacked Hutchinson, Governor of Massachusetts, for his support of the Stamp Act and accused him of supporting the oppressive British measures.

You were a leader in arousing the people against the Townshend Acts of 1767 and played an important role in stirring the people's feelings that led to the Boston Massacre. The groups and secret organizations, such as the Sons of Liberty, that you belong to, have been criticized for using mob violence and terror to get what they want.

You lost some of your power to arouse the feelings of the people against British laws when Thomas Hutchinson was appointed governor in 1770, and Parliament repealed most taxes on Americans. After Hutchinson's speech justifying Parliament's right to tax, you wrote forty bitter articles in Boston's newspapers and formed a Committee of Correspondence to keep in touch with other radicals in other towns in Massachusetts. In this way you kept the patriots' cause from dying out.

Now in 1773 you are 53 years old. Parliament passed the Tea Act and New York and Philadelphia have begun planning campaigns against the Act. You have received letters asking you what Boston will do about the Tea Act.

You know that the tax on tea will be collected as soon as the tea is landed and given to the agents. The agents in Boston are Governor Hutchinson's sons and his friends and you know that they will not easily back down. You are determined to protest and fight it.

Options:

1. You can use your influence to get the Boston town meeting to ask for the resignation of the tea agents.
2. You are a powerful writer and can easily get people angry against the Tea Act and the tea agents by writing articles.
3. You can accept the proposed plan to store the tea in the Customs House. The duty on the tea would not be collected until Governor Hutchinson releases it to the tea agents.
4. You can protest against the tea agents by calling for mass meetings of your fellow colonists. You know these meetings can turn into mob violence.
5. You can use your influence to get the Sons of Liberty and other secret organizations to adopt a plan to destroy the tea.

Adapted from Social Education, Vol. 38, No. 2 (February, 1974), p. 142.

Data Card for Richard Clarke, Merchant and Tea Agent

You are a strong supporter of Governor Hutchinson and the British government, and have been importing tea for the last ten years. Your daughter is married to one of the Governor's sons and therefore, you have been selected along with the Governor's sons, to be one of the tea agents for the East India Company.

In 1768, you resisted for as long as you could before you went along with the boycott of British goods that Sam Adams organized after passage of the Townshend Acts. When the boycott ended in 1770, your company imported a large part of the 3,000 pounds of tea which then entered Massachusetts. Sam Adams and the other radicals insulted and ridiculed you in their newspapers but were unable to stop you. You are a proud man and feel strongly about giving in to pressure, even when faced with the possibility of mob violence against you.

You wrote an article in the "Boston Evening Post" and claimed that by buying from company agents in America the colonists would be cutting out the middleman in London and would be paying a cheaper price for tea. You have an argument ready for those who protest the import tea tax. You wrote that large quantities of taxed tea have been steadily imported into America on ships owned by such colonists as John Hancock. And you questioned the logic of protesting the small tax on tea when the people have willingly been paying taxes on sugar, molasses, and wine. To those who demand that you resign and return the tea to England, you have pointed out that it is illegal to reimport tea to England and that the British navy can seize the cargo. This action will cause you to lose money and face possible criminal action against you by the British government.

Options:

1. You can ask the Governor and the Governor's Council to protect you from harassment and your tea from possible destruction.

2. You can resign.

3. You can accept the proposed plan to store the tea at the Customs House. The duty on the tax would not be collected until Governor Hutchinson releases it to you.

4. You can let Francis Rotch return the tea to England if he can get clearance from Governor Hutchinson.

5. You can flee to Castle Island where British troops are stationed to escape the pressures being put upon you by the radicals.

6. You can refuse to pay the duties when the tea is landed.

7. As a forceful writer, you can write newspaper articles blasting the patriots and pointing out the legality of your position.

8. You can stall for twenty days after which the customs officials will automatically seize the tea.

Adapted from Social Education, Vol. 38, No. 2 (February, 1974), p. 143.

Data Card for John Hancock, Merchant and Member of the Governor's Council

You are the most important New England merchant who protested against the Stamp Act. You were arrested in 1768 by the British and was accused of smuggling wine on your ship, the "Liberty." John Adams successfully defended you in your trial and you became very popular in Boston. By 1769 you were elected to the Massachusetts General Court, the lawmaking body of the colony, and in 1770 you became the chairperson of the Boston town meeting. From then on, you became a leader in the American fight against England. In the past you have shipped tea into the colony for tea merchants, such as Governor Hutchinson's sons. However, since the passage of the new Tea Act, you have stopped shipping tea.

By 1773 you were also a member of the Governor's Council. The people on the Governor's Council are pro-American and can check the Governor's power and block him from doing anything you think is not wise. You are also the Commander-Colonel of the colonial militia and are responsible for keeping the peace in the colony and carrying out the Governor's orders. However you do wonder what you will do if the Governor ordered you to carry out an order you do not agree with.

Options:

1. As colonel of the colonial militia, you can order your men to obey or ignore requests from the Governor to protect the tea and the tea agents.
2. As moderator of the Boston town meeting, you have a strong influence on the decisions of the town meeting. You can ask the town meeting's members to vote to demand the resignation of the tea agents.
3. As a member of the Governor's Council, you can vote for or against any of his policies.
4. You could permit the tea to be landed under protest and then organize a boycott of the tea. You are a powerful merchant and have in the past organized a successful boycott of British goods.

Adapted from *Social Education*, Vol. 38, No. 2 (February 1974), p. 144.

Data Card for John Adams, Lawyer

You graduated from Harvard in 1755, taught school for awhile and then decided to become a lawyer. You began practicing law in 1758. When the Stamp Act crisis erupted in 1765, you wrote articles in the "Boston Gazette" and attacked England's position.

In 1770 you and Josiah Quincy defended Captain Preston and the British soldiers who were on trial for murder in the Boston Massacre. Many of your friends bitterly attacked you for defending them, but you believed that even Captain Preston and the soldiers should have a fair trial.

You are in a dilemma as to how you should protest the Tea Act passed by Parliament. You recognize the danger of the colonists taking the law into their own hands.

Options:

1. As a lawyer you can develop legal arguments for or against the Tea Act.
2. You are a very persuasive writer and can influence people to support your position. Are you going to write for or against the tea agents?
3. You have a reputation for fairness and respect for the law and have much influence in Boston, both among the colonists and British. How will you use your influence?
4. Although you are not directly involved in your cousin Sam Adams' organizations, you know many of their plans in advance.
5. As a member of the colony, you have the right to speak out about your feelings on the possible use of threats and mob violence as strategies for protest.

Adapted from Social Education, Vol. 38, No. 2 (February 1974), p. 145.

Data Card for Francis Rotch, Ship Owner's Son

You are 23 years old and the son of Joseph Rotch, the owner of the tea ship "Dartmouth." You have recently opened a new shipping business, trading whale oil in England for English goods to sell in the colony.

You are in Boston to look after your father's shipping business and you find yourself caught in the middle of the tea crisis. You have a contract with Richard Clarke to ship the tea to Massachusetts. You know that there is growing opposition to landing the tea and have heard rumors and threats about what will happen if the ship tries to land its cargo. You don't want to get involved with the political fight over the tea. All you want to do is to unload the tea so you can pick up the whale oil which you plan to ship to England. Then you can pick up a cargo of goods in England to sell in the colonies. Each day the ship is delayed from making its return trip to England costs you 5 pounds (about $40).

Options:

1. Turn back your ship and unload the tea in England, although it is illegal to reimport tea into England.
2. Unload the tea in another colonial port. This requires clearance from the British customs collector or Governor.
3. Getting the Governor and the radicals to work out a compromise such as storing the tea in the Customs House and not requiring the tea agents to pay the tax until it is released to them.
4. Wait and see what others do before you act. You don't want to get involved in the political fight between the Governor and the patriots.
5. Ask the Governor to allow you to unload the tea at Castle Island in Boston harbor where British ships and troops are stationed. Then your ship can pick up its cargo and return to England.

Adapted from Social Education, Vol. 38, No. 2 (February 1974), p. 146.

Calendar of Events

October 21, 1773

Sam Adams asks the Boston Committee of Correspondence to send out letters to other Massachusetts towns pointing out the dangers of the Tea Act and asking for suggestions as to how the tax might be avoided.

October 30

Richard Clarke defends the Tea Act in the Boston Evening Post pointing out its advantages and the hypocrisy of the patriots.

November 1

The patriots counterattack in the Boston Gazette arguing that the tea is "poisonous" and denouncing Clarke, the customs officers, and Governor Hutchinson.

November 2

Richard Clarke is awakened by a loud pounding on his front door at one o'clock in the morning. Two men leave a message telling Clarke to appear at the Liberty Tree on Boston Common at 12 noon the next day to resign from his job publicly. Handbills are distributed to the people urging them to meet at the tree to see the tea agents resign.

November 3

At noon about 500 people gather at the Liberty Tree. None of the tea agents appears. A committee from the crowd is sent to tell Clarke and other tea agents that the people demand their resignations. The crowd follows the committee to Clarke's store. When Clarke refuses to resign, the crowd rushes the store, forcing Clarke to run away.

Governor Hutchinson calls a special session of the Governor's Council to prevent more violence. Not enough councilors appear to hold a meeting.

November 5

A special town meeting is held with John Hancock as chairperson. The people demand the resignation of the tea agents. Clarke and other agents again refuse to resign. They claim they don't yet know the terms of their contract with the East India Company.

November 6

Town meeting members denounce the tea agents for going against the wishes of a legal town meeting.

November 8

Expecting trouble, Governor Hutchinson orders John Hancock as commanding colonel of the militia to alert the troops. Hancock ignores the order.

November 17

John Hancock's ship "Haglery" arrives in Boston. Richard Clarke's son, Jonathan, is on board carrying what the patriots believe to be the East India contract about the tea.

That night a mob gathers outside Clarke's home. One of Clarke's sons fires a pistol at the mob. The mob goes wild and smashes in the windows.

November 18

People hold a town meeting and demand the resignations of the tea agents. The agents refuse for the third time.

November 19

Tea agents petition the Governor, describing the violent acts committed against them and expressing the fear that the tea might be destroyed by the patriots. They suggest a compromise. They propose to turn the tea over to Governor Hutchinson so that it can be safely landed and stored. It would be held in storage until the agents can safely dispose of the tea.

November 27

The tea agents again offer a compromise. The ship will bring in the cargo but it will not be unloaded. However, the Council refuses to act on the compromise.

Governor Hutchinson says that the Boston town meeting has proposed taking up arms and that this "infection" is spreading to neighboring towns.

November 28

The ship "Dartmouth" arrives with 114 chests of East India Company tea. December 17 is the deadline for payment of the tea tax. If payment is not made, customs officers will seize the tea.

November 29

Notices are placed all over town. "...Countrymen!...Tyranny stares you in the face."

Nine thousand people attend a meeting at the Meeting House. They decide that the tea should be sent back and appoint 25 men to watch over the cargo which is at the wharf. The tea agents are given until the next morning to think about what they are going to do.

Francis Rotch is ordered to appear at the meeting and is told to return the tea to England. Rotch reluctantly agrees after protesting. But he does nothing.

December 8

Governor Hutchinson orders the British admiral to guard Boston harbor and not let the ship "Dartmouth" leave without official clearance.

December 13

The Boston Committee of Correspondence orders Rotch to carry out his promise to return his ships to London. Rotch refuses.

December 14

The Committee of Correspondence calls another meeting of all the people. Francis Rotch is ordered to ask the customs collector for clearance for his ships immediately. The customs collector postpones his decision until tomorrow. The meeting adjourns to December 16.

December 15

The customs collector decides that there are taxable goods on board, and since the tax has not been paid, he cannot let the ships leave.

December 16

More than five thousand people of Boston and neighboring towns gather in the Meeting House. Everyone knows that tomorrow the customs officers will be free to seize the tea. The agents will probably gladly pay the tax and the tea will be landed. What should the people do?

The meeting demands that Rotch go to the Governor and get a permit allowing the "Dartmouth" to return to London. Governor Hutchinson refuses on the grounds that it had not been properly cleared by the customs officials.

Rotch tells the crowd that the Governor has refused to grant the clearance.

Sam Adams says he does not know what more the people can do to save their country. People shout "Boston harbor, a tea party tonight!"

Three hundred and forty two chests of tea worth $75,000 lay aboard the "Dartmouth" and other tea ships. Would you have joined the tea party?

Adapted from Social Education, Vol. 38, No. 2 (February 1974), pp. 151-152.

SIGNERS OF THE DECLARATION

Here is the courageous group of dedicated men who heard Ben Franklin say, "We must all hang together or we shall all hang separately," who pledged "our lives, our fortunes, and our sacred honor" in support of their cause which was rebellion and revolution in the name of freedom.

ADAMS (S and J)
BARTLETT
BRAXTON
CHASE
CLYMER
ELLERY
GERRY
GWINNETT
HALL
HANCOCK
HARRISON
HART
HEWES
HEYWARD
HOOPER
HOPKINSON
HUNTINGTON
JEFFERSON
LEWIS
LIVINGSTON
LYNCH
McKEAN
MIDDLETON
MORRIS
MORTON
NELSON
PENN
RODNEY
ROSS
RUSH
RUTLEDGE
SHERMAN
SMITH
STOCKTON
STONE
TAYLOR
THORNTON
WALTON
WHIPPLE
WILSON
WITHERSPOON
WOLCOTT
WYTHE

N	N	N	E	P	N	A	M	R	E	H	S	N	N	B	E
O	G	N	O	T	E	L	D	D	I	M	O	O	E	L	N
S	W	N	O	T	L	A	W	A	O	N	T	O	P	U	N
I	I	T	O	A	G	O	E	R	M	S	O	T	P	O	M
R	N	T	S	S	L	N	T	G	G	S	I	S	S	E	W
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H	T	T	C	R	W	V	K	R	N	F	I	H	R	E	N
K	T	R	K	E	I	S	O	P	F	U	E	T	W	R	S
C	I	A	T	L	L	S	I	E	O	N	H	I	U	E	Y
O	R	B	O	L	S	F	J	R	R	H	S	W	W	R	S
C	O	O	N	E	O	H	S	U	R	N	A	E	K	C	M
N	D	A	L	N	N	O	T	N	R	O	H	T	K	H	I
A	N	L	L	Y	N	C	H	C	L	Y	M	E	R	A	T
H	E	I	T	R	A	H	A	L	L	E	N	O	T	S	H
N	Y	B	R	A	X	T	O	N	D	R	A	W	Y	E	H

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FILM RESOURCES

Department of Education
Multimedia Services

Symbols:
E-elementary
J-junior high
H-high
C-college
A-adult

THE AGE OF EXPLORATION AND EXPANSION

7083 17 min.
J-H 1971

Using the inquiry approach, the film questions how and why exploration and expansion occurred in the 15th and 16th centuries. It delves into the question of why European nations and not other highly developed civilizations, took the initiative in exploration.

INTO THE NEW WORLD - DISCOVERY AND EXPLORATION 1492-1763

3538 24 min.
J-H 1968

Discusses the Spanish, French and English explorations and life in the new colonies. Tells about French forts in the wilderness, life with Indian neighbors and the struggle for empire.

COLONIAL EXPANSION OF EUROPEAN NATIONS

0530 14 min.
J 1955

Describes the period when European nations sought to gain great empires through colonization and the types of colonies established.

ENGLISH AND DUTCH COLONIZATION IN THE NEW WORLD

0809 11 min.
E-J 1956

Reconstructs the settling of an English agricultural colony in Virginia, a Dutch trading colony in New York, and a Pilgrim colony in Massachusetts. Reveals some of the motivations for and patterns of colonization.

AGE OF DISCOVERY - ENGLISH, FRENCH AND DUTCH EXPLORATIONS

0032 11 min.
E-H A 1956

Presents the dream of the Northwest Passage to the Orient, and the other reasons behind the explorations of Cabot, Verrazano, Cartier, Hudson, Drake and Raleigh. The routes followed and the effects of their expeditions to North America are analyzed.

JAMESTOWN - THE FIRST ENGLISH SETTLEMENT IN AMERICA

1499 22 min.
J-H 1958

Pictures the struggle between the aspirations of the colonists for self-government.

COLONIAL AMERICA IN THE 18TH CENTURY
3499 14 min.
E-H 1965

Describes life in America in the 75 years preceding the Revolutionary War. Discusses the evolution of the American political, and economic systems.

AMERICA'S HERITAGE - COLONIAL PERIOD
4818 12 min.
J-H 1952

Shows Sturbridge Village in Massachusetts reconstructed as a living museum of early 18th century New England and Williamsburg, Virginia, authentically restored as a great colonial capitol.

THE FARM
7353 24 min.
E-J 1976

On a replica of a 1770's farm, a family of four live as their pre-Revolutionary forebears did. The basic human needs--food, shelter, clothing have not changed in 200 years, but obtaining them has changed.

PRELUDE TO REVOLUTION
6582 12 min.
J-H 1975

This animated film portrays the tug-of-war between radicals and conservatives as the colonies struggled first to keep their ties with England and, finally, reluctantly to break them.

AMERICAN REVOLUTION: THE BACKGROUND PERIOD
6554 10 min.
J-H C 1975

Describes the political, social, and economic conditions that formed the background of the American Revolution, and those events which forced the Colonists to rebel against their mother country.

DAWN OF THE AMERICAN REVOLUTION - A LEXINGTON FAMILY
0633 16 min.
M
E-J 1964

Uses a dramatic situation involving a young boy's family to re-enact the history of events that led to the American Revolution.

SEEDS OF THE REVOLUTION - COLONIAL AMERICA

3587 25 min.
J-H 1968

Discusses events leading up to the Revolution, such as the Mayflower Compact, the Boston Tea Party, the Continental Congress, and the Declaration of Independence.

AMERICAN REVOLUTION - THE WAR YEARS

0078 11 min.
S
J-H C 1954

Presents the major phases of the American Revolution--the proclamation at Independence Hall, the crisis at Valley Forge, the battles at Saratoga and Yorktown and the diplomatic victories at Paris. Stresses the efforts and successes of George Washington.

AMERICAN REVOLUTION - THE POSTWAR PERIOD

0077 11 min.
S
J-H C 1954

Traces the steps that brought union to the independent states of America. Discusses the reasons which prompted the formulation of the Constitution.

AMERICA'S HERITAGE - SYMBOLS OF FREEDOM

4820 11 min.
E-H 1957

Illustrates that 17th century Jamestown settlers led a difficult life as the first permanent settlement in America, although American industry first started there. Shows Fort Ticonderoga, key to the continent when America was young, and Valley Forge, noted for the winter of 1776.

UNIT II: DEMOCRACY AND HUMAN DIGNITY

Overview

The foundation of western democracy is the belief in the worth, dignity and uniqueness of the individual. This belief has been translated into civic policy and law.

These democratic principles and practices have developed over centuries of time. From the classical civilization of Athens come our ideas of democracy and from ancient Rome come our ideas of justice. The long struggle in England for more rights for the people were also part of the American heritage.

One of the most important sources that American leaders drew on in governing themselves was the large body of English traditions which includes the Magna Carta, The Petition of Right, and the English Bill of Rights.

Also important to the development of democracy in America were the colonial experiences. People, such as Roger Williams and Peter Zenger, continued to fight for liberty which resulted in a more democratic America. Through the action of people who were committed to a more democratic way of life, documents such as the Mayflower Compact and Maryland Toleration Act were written. These documents represent important milestones in gaining self government and freedom in America.

This unit examines the historical past and inquires into the long and continuing struggle for democracy. It examines the importance of British traditions to the formation of American democracy, analyzes and examines the importance of the colonial experiences to the development of democracy in America, and examines how the concept of human dignity can be translated into everyday life.

INDEX TO STUDENT REFERENCES - UNIT II

Authors*	Origins	Colonial Roots	Human Dignity
Ball	53, 87		118-119
Bidna		72, 78-79, 82-84 88-89, 114-118	130-131
Bowes		48-50, 90	
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Buggey		122-125, 128-129	
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Shapiro		43-47	
Wilder	127-129	76-82, 130-132	163-164

*Complete bibliographical information at the end of this unit.

UNIT II: DEMOCRACY AND HUMAN DIGNITY

Key Questions

1. What is democracy?
2. How did governments become more democratic?
3. What heritage do we gain from the past in terms of democratic ideals?
4. How is human dignity demonstrated in everyday life?

Generalizations

1. The foundation of western democracy is the belief in the worth, dignity and uniqueness of the individual. Belief in human dignity is demonstrated in the everyday behavior of individuals in their treatment of others.

2. Democratic principles and practices have developed over a long period of time and will probably continue to develop into the future.

3. One of the most important sources that American leaders drew on in governing themselves was the large body of English traditions which includes the Magna Carta, the Petition of Right and the English Bill of Rights.

4. The colonial experiences were important in the development of democracy in America.

    a. People, such as Roger Williams and Peter Zenger, continued the fight for liberty which made America more democratic.

    b. Documents, such as the Mayflower Compact and Maryland Toleration Act, represent important milestones in gaining self-government and freedom in America.

Concepts

1. Human Dignity: The state or quality of being worthy and unique

2. Democracy: Government in which the people hold the ruling power either directly or through elected representatives; the principle of equality of rights, opportunity, and treatment, and the practice of this principle

3. Historical Development: Chronological advancement or evolvement

4. Self Concept: Images, perceptions of oneself

Objectives

1. Explain how the historical past influences the present.
2. Formulate hypotheses about conditions in England which led to the demand for more rights by the people.
3. Describe and explain the long struggle for democratic rights in America.
4. Analyze colonial experiences and explain how they were important to the development of democracy in America.
5. Identify historical personalities who were successful in achieving their goals that contributed to the betterment of society.
6. Describe how and why people organize to satisfy basic social needs.
7. Analyze and explain the relationship between democracy and human dignity.
8. Demonstrate belief in human dignity by treating others decently and fairly in everyday life.
9. Develop a continually growing philosophy that reflects responsibility to self and others.
10. Distinguish statements of fact from opinion when reviewing data related to a social problem.
11. Gather data from various sources and organize the data related to a social problem.
12. Distinguish between relevant and irrelevant data when gathering information for solving a social problem.
13. Identify the key questions that need to be answered in resolving a social problem.
14. Organize, analyze and interpret social science information from many sources in solving a social problem.
15. State a hypothesis about the cause of a social problem.
16. Explain why American social values change.
17. Analyze changing social points of view and their effects on personal beliefs and values.

LESSON I: ORIGINS OF DEMOCRACY

Generalizations

1. Democratic principles and practices developed over centuries of time and will probably continue to develop into the future.
2. One of the most important sources that American leaders drew on in governing themselves was the large body of English traditions which includes the Magna Carta, the Petition of Right, and the English Bill of Rights.

Concepts

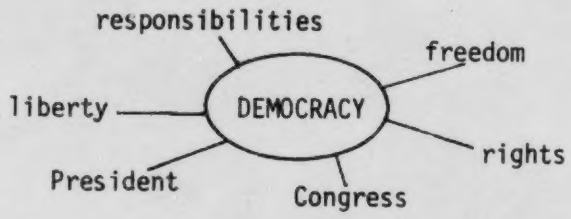
1. Democracy: Government in which the people hold the ruling power either directly or through elected representatives; the principle of equality of rights, opportunity, and treatment, and the practice of this principle
2. Historical Development: Chronological advancement or evolvement

Objectives

1. Explain how the historical past influences the present.
2. Formulate hypotheses about conditions in England which led to the demand for more rights by the people.
3. Define democracy.
4. Analyze and explain the historical development of democracy.

Introductory Activity

Assess students' knowledge and ideas of democracy by doing a word association activity. Write the word "democracy" in the center of the chartpaper and write all the words and phrases that come to the students' minds. Accept all words.



Give students the opportunity to ask questions about the words on the chart and to explain the relationship of the words or phrases to democracy.

Keep the chart for a later activity.

Hand out "Democratic or Non-Democratic? You Decide!" See p. 49-50 at the end of this lesson. Have students categorize the list into democratic or non-democratic.

Discuss any problems students faced in placing statements under appropriate lists. There is no single correct listing; placement depends on the type of reasoning used. Some items may go on both lists. Remind students that "democratic" does not necessarily refer to America.

Have students study the items in the democratic list and suggest the values of democracy. If necessary, discuss the meaning of values--ideas of what is good and desirable. Then have students write their own definition of democracy.

Have students hypothesize why or how they think these democratic ideas developed. Ask students where they think some of these ideas began.

Developmental Activities

1. Have students read the following: "Democracy in Athens" and "Justice in Rome." See pp. 51-52 for the readings.

   Have students analyze the readings and compare Athenian and Roman democracy with our ideas and practices today. What ideas, practices do we owe to Athens and Rome?

2. Have students pretend to be nobles of England during King John's reign. Describe the King's practices or read the first paragraph of the handout "Magna Carta (1215)" located on p. 53 at the end of this lesson. Then ask the students if they would attempt to do anything to remedy the situation. Have students suggest how and what they would do to improve their lot.

   Hand out the reading and compare students' suggestions with what really happened.

   Discuss the following:

   a. Why is the Magna Carta an important document?

   b. What was meant by justice?

   c. What parts of the Magna Carta are related to our rights in America today?

Note to teachers: While the Magna Carta was not concerned with democracy for all, it was an important step in the development of the concept of freedom and helped prepare the way for other rights. The signing of the Magna Carta meant that the law was above the king and henceforth, the king could not impose his will on others.

3. Tell students that 400 years after the signing of the Magna Carta, the English were still fighting their kings for more rights. Hand out and discuss the reading "Petition of Right" located on p. 54 at the end of this lesson. Have students compare the provisions of the Petition of Right and the Magna Carta and identify the provisions which are related to the rights of Americans today. Encourage students to suggest hypotheses about the rights of people. For example: People have to continually fight for their rights; rights are won over a long period of time.

4. Have students read the handout "English Bill of Rights (1689)" located on p. 55 at the end of this lesson. Have students compare the provisions with the previous two documents. Ask students to examine the provisions of the English Bill of Rights and hypothesize what was happening in England at this time. Have students support their hypotheses by citing specific provisions from the English Bill of Rights. Have students identify those provisions which are related to rights of Americans today.

5. Ask students why they think the present King or Queen of England is not the real leader of England. Encourage students to make up scenarios that may have happened which limited the power of the monarchy and gave rise to the power of the people.

   Briefly explain the structure and function of Parliament. Have students compare the power of the monarch and the people during the 1200's and the present.

   Discuss: Has government become more democratic? What is meant by democracy?

   Have students write summary statements about the development of democracy.

Culminating Activities

1. Ask students to read and cut out newspaper articles which refer to the ideas studied in this lesson. The students should explain how each article relates to the rights won by the English people.

2. Draw students' attention to the "Democracy" chart described in the introductory lesson. Ask students to suggest words and phrases that should be added or deleted. Discuss the words and their relation to democracy.

DEMOCRATIC OR NON-DEMOCRATIC? YOU DECIDE!

On a sheet of paper, make two columns with DEMOCRATIC (meaning an ideally democratic situation) at the top of the first column and NON-DEMOCRATIC at the top of the second column. Look at the following list of ideas and place them under the column to which you think they belong.

1. Education for all children.
2. Education for children of leaders only.
3. Citizens may worship as they please.
4. Running for office limited to party members.
5. Citizens may expect equal justice under the law.
6. Citizens have the right to petition.
7. Leaders come from a wide variety of political parties and backgrounds.
8. Women are not allowed to vote.
9. All citizens are expected to obey the laws.
10. Leaders cannot remain in office indefinitely.
11. Education is considered important to make you a better citizen.
12. If you commit a crime, belonging to the ruling party will help in receiving a light sentence.
13. Leaders are chosen by the people.
14. People may criticize the leaders.
15. Laws are passed to protect equal opportunity in employment.
16. Criticism of government is not allowed.
17. Strong generals can easily become leaders.
18. Citizens are allowed to worship only in the church of the leaders.
19. All citizens are treated with dignity.
20. Opposition political parties may present their programs to the people.
21. Police may use any means to gather evidence against criminals.

22. People of all races are welcome in the schools, businesses and public areas.

23. Citizens are free to express their opinions.

Source: Department of Education, Basic Issues and Problems in the United States, 1972, pp. 31-32.

Democracy in Athens

Cato had finally arrived in Athens after traveling for many miles from Macedonia. He saw many men walking in the same direction and asked one man what was going on. The man invited Cato to go along with him and soon they were on the hill where the government of Athens met. Cato saw over three thousand men there. They were seated on stone benches. As he took his seat, the crowd roared and Cato saw a gray haired man dressed in a white robe walk slowly towards the center of the hill. Cato asked, "Is he your king?"

The man turned to Cato in surprise and said, "Don't you know? We have no king. He is Pericles, our leading citizen. We are all equal."

The crowd listened intently as Pericles began to speak. "Our government is different from the government of our neighbors. There, a few people have all the power. They think they are better than others. Here, everyone shares the power. We are a democracy and everyone is equal. It does not matter to which class a person belongs, as long as he cares about his city and how it is governed. It does not matter if a person is poor. All men are entitled to make the laws which rule them."

"Every citizen has a responsibility to Athens. Each citizen must be ready and able to serve her whenever he is asked. We regard those who neglect their duties as useless."

After the speech, Cato hurriedly walked to the platform and asked Pericles if he could spend a few minutes with him. Cato was very much interested in the government of Athens and asked Pericles how the people run the government.

Pericles explained that the lawmaking body is called the Assembly. It meets once a month and all citizens eighteen years or older are expected to attend since they are paid to serve. If they do not attend the assembly, they are fined. At these meetings, the citizens decide what laws are needed and vote by raising their hands. Issues are decided by a majority vote of those attending.

Cato wanted to know if he could become a citizen. Pericles said that as a foreigner, Cato could not become a citizen. Pericles also mentioned that women and slaves were also not considered citizens.

Cato realized that Athenian democracy was better than any other system of government at this time, but wondered if there would ever be a time when there would be no slavery, and foreigners and women could become citizens.

Adapted from Linder, Bertram, et al., Exploring Civilizations, A Discovery Approach. New York: Globe Book Co., 1964, pp. 98-100.

Justice in Rome

Augustus was being tried for the murder of Brutus. He was very worried and couldn't believe that a patrician (nobleman) judge and a patrician jury would find a poor plebian (commoner) like him innocent.

Julius, his lawyer, was trying to make Augustus feel better. He told Augustus that the Twelve Tables of Rome, which lists the laws, have helped people know what the laws are and have also prevented the patrician judges from twisting the law to favor their friends.

Julius mentioned that Augustus would be tried before a judge who has been trained in the law. There would also be the thirty-two men jury who will listen to the facts of the case and then decide his innocence or guilt. He reminded Augustus that in Rome the accused is innocent until proven guilty, and that the judge explains the principles of law to the jury.

The jury then entered the room. These men were all noblemen. Augustus was convinced that he had no chance. Julius did his best to make Augustus feel better and reminded him that there were people in Rome who spent much time studying the complicated laws. And he reassured Augustus that he, a lawyer, would help him with his case and that justice will win in the end.

Brutus' son, Trajan, described his discovery of his father's body. Trajan claimed that Augustus was the murderer. He gave the following reasons: (1) Augustus owed his father money. (2) He had an appointment with his father that afternoon to ask him for more time to pay back his loan. (3) Trajan was sure that his father refused. (4) Augustus then killed him.

Julius then spoke as Augustus' lawyer. He agreed that Augustus owed Brutus money and that Augustus had an appointment with Brutus on that day. However, Julius said that Augustus had gotten more time to repay the loan and that this was confirmed by two witnesses. Julius charged that it was Trajan who was the murderer. Witnesses were called who said that Trajan had argued with his father over money. But Brutus refused to give his son any more money for gambling. Brutus' lawyer testified that Trajan was due to get his father's money when he died, but that Brutus had told him that he was unhappy with his son.

Julius then said that it was not Augustus who would profit from Brutus' death, because he would still owe the money to Brutus' son. But it was Trajan who profited. Trajan knew about the meeting between Brutus and Augustus, killed his father after Augustus left, and blamed Augustus. He thought no one would believe a plebian.

Julius asked the jury to please consider the following as they reach a decision: (1) A man should be judged on the facts alone. (2) A person is no longer judged on who he is or to what class of society he belongs. (3) All men are equal before the law.

Adapted from Linder, Bertram, et al., Exploring Civilizations, A Discovery Approach, New York: Globe Book Co., 1964, pp. 114-118.

Magna Carta (1215)

The kings of England tried to rule as absolute monarchs. They created the laws and placed many taxes on the nobles (landowners) and merchants. If a noble did something that the king didn't like, the king would hold a secret trial and then the noble would be convicted of some crime. Sometimes the king would create a law and then accuse a noble of breaking the law. In either case, the land would be taken away from the noble and either resold or given to a noble whom the king favored.

In 1215 King John was the ruler of England. At this time there was much unrest in England and the nobles and merchants were upset and angry at him over the heavy taxes imposed on them. They also felt that the king had too much power and decided to unite and do something to limit the king's powers. They drew up a list of demands but the king refused to consider them. So they gathered an army and told him that they would revolt unless he granted them certain rights. King John felt that he had no choice but to give in to their demands since they had most of the nobles in England and merchants of London on their side.

So on June 15, 1215, on a small island called Runnymede, King John signed the Magna Carta, or Great Charter, which gave some rights to the nobles. These rights include the following:

1. The liberties granted belong to all "free men"* and to their descendants.
2. The King cannot impose taxes without the consent of the Great Council of nobles.
3. The King's officer cannot take anyone's goods without paying for them.
4. Nobles can be tried only by a jury of their peers.
5. Justice cannot be sold, denied, or delayed.

* "Free men" refer to the lords and bishops. Common people, such as farmers, merchants, craftsmen, were not included.

Sources:

Abramowitz, Jack, World History, Third Edition. Chicago: Follett Publishing Company, 1974, pp. 158-159.

Linder, Bertram L., Edwin Selzer, Barry M. Berk, A World History. Chicago: Science Research Associates, Inc., 1979, pp. 380-381.

Petition of Right (1628)

Charles I became king of England in 1625. He believed in the divine right of kings which was the theory that kings got their power to rule from God. Thus, he tried to rule as he pleased and placed taxes on the people without the consent of Parliament.

One member of Parliament, John Hampden, refused to pay the tax and was thrown into prison. Shortly thereafter, the king was forced to summon Parliament and argued with Parliament over money and taxes. Parliament demanded that Charles free Hampden and sign the Petition of Right before granting him money. The Petition stated that no taxes would be levied without the consent of Parliament, soldiers could not be quartered in private homes in peacetime and people could not be imprisoned without a specific charge.

Charles and Parliament continued to fight against each other in the following years. Charles still tried to rule as he pleased and Parliament sought to reduce his powers.

Sources:

Abramowitz, Jack, World History. Chicago: Follett Publishing Company, 1974, p. 176.

Mazour, Anatole G. and John M. Peoples, Men and Nations, Third Edition. New York: Harcourt Brace Jovanovich, 1975, p. 370.

English Bill of Rights (1689)

James II became King in 1685. He was a Catholic and made it clear that he planned to have Catholics in government positions. (England was mostly Protestants.) He then replaced many army Protestant officers with Catholics and appointed a Catholic to head the Church of England.

When his wife gave birth to a son, the Protestant leaders of England decided to take action to prevent a Catholic dynasty in England.

They sent a message to the ruler of Holland, William of Orange, who was married to Mary, one of James' daughters. Both were Protestants. The message asked William to save the liberty and Protestant faith of England. William responded by coming to England with a small army. James fled and William won without a fight.

Before William and Mary could receive the crown from Parliament, they had to agree to a Bill of Rights. It included the following:

1. The King cannot suspend or make laws without the consent of Parliament.
2. The King cannot raise taxes without the consent of Parliament.
3. The King cannot prosecute anyone for petitioning him. It is the the right of the subjects to petition the King to right wrongs.
4. Protestant subjects may keep arms for their own defense.
5. The King shall not interfere with the election of members of Parliament.
6. The courts cannot take away freedom of speech and debate in Parliament.
7. There should not be excessive bail or excessive fines; nor cruel and unusual punishment.
8. Subjects are entitled to fair and speedy trials by their peers.

Sources:

Good, John M., The Shaping of Western Society An Inquiry Approach. New York: Holt, Rinehart and Winston, Inc., 1968, pp. 136-137.

Linder, Bertram L., Edwin Selzer, Barry M. Berk, A World History. Chicago: Science Research Associates, Inc., 1979, pp. 386-387.

LESSON II: COLONIAL ROOTS OF AMERICAN IDEALS

Generalizations

1. Democracy in America evolved over a period of time.
2. The colonial experiences were important to the development of democracy in America.
    a. People, such as Roger Williams and Peter Zenger, continued the fight for liberty which helped to make America more democratic.
    b. Documents, such as the Mayflower Compact and the Maryland Toleration Act represent important milestones in the development of self-government and freedom in America.
    c. Education of all as a public responsibility was vital to implementing the principle of equality and developing an intelligent citizenry.

Concepts

1. Democracy: Government in which the people hold the ruling power either directly or through elected representatives; the principle of equality of rights, opportunity and treatment, and the practice of this principle
2. Historical Development: Chronological advancement or evolvement

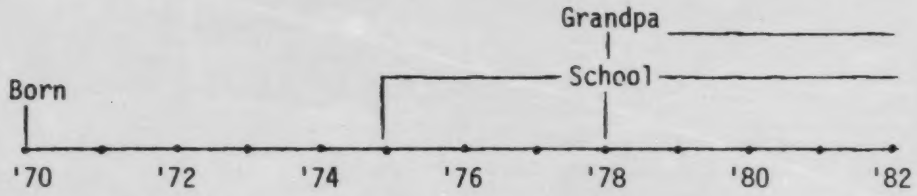
Objectives

1. Describe and explain the long struggle for democratic rights in America.
2. Analyze colonial experiences and explain how they were important to the development of democracy in America.
3. Identify historical personalities who were successful in achieving their goals that contributed to the betterment of society.
4. Distinguish statements of facts from opinions.
5. Analyze changing social points of view and their effect on personal beliefs and values.
6. Identify a problem or situation requiring a decision.
7. Identify and evaluate alternatives and their consequences.
8. Describe some of the ways in which people are alike and different.

9. Describe how and why people organize to satisfy basic social needs.

Introductory Activity

Have students make a time line of their lives. Ask them to include a few individual events and/or people who were important in shaping their lives and who had or continue to have an impact on who they are. Instruct students to explain each entry.



Born - important, otherwise I would not be here
School - I learn to read and write and not be stupid.
Grandpa - taught me how to fish, takes me fishing
etc.

Have students look at their time lines and suggest generalizations. What kinds of conclusions can they make based on their time lines? (There were many people and/or events which helped shape my life.)

(You may suggest to the students to acknowledge the people who made a difference in their lives.)

Ask students: How do you think your personal time lines would compare with a time line of American democracy? Do you think there would be specific events and people in the time line of American democracy who made a difference?

Have students suggest a few rights which they think might have been won because of people who continued to fight for what they believed. Then tell students that this lesson will be about the early development of democracy in America.

Developmental Activities

1. Have students pretend they are Pilgrims and respond to the following situation. Add other details to the story.

During the 17th century, you were unhappy with life in England mainly because there was no religious freedom. You could not worship as you pleased and were forced to pay taxes to support the Church of England.

A group of you fled to Holland where you were allowed to worship as you pleased. However, after staying in Holland for ten years, you noticed that your children were speaking Dutch and were adopting the culture of the Dutch. This worried you because they were losing their English ways and you wanted them to remain English. You also heard rumors that Holland and Spain were on the verge of war.

In small groups, have students, still pretending to be Pilgrims, answer the following and construct a decision chart like the one below.

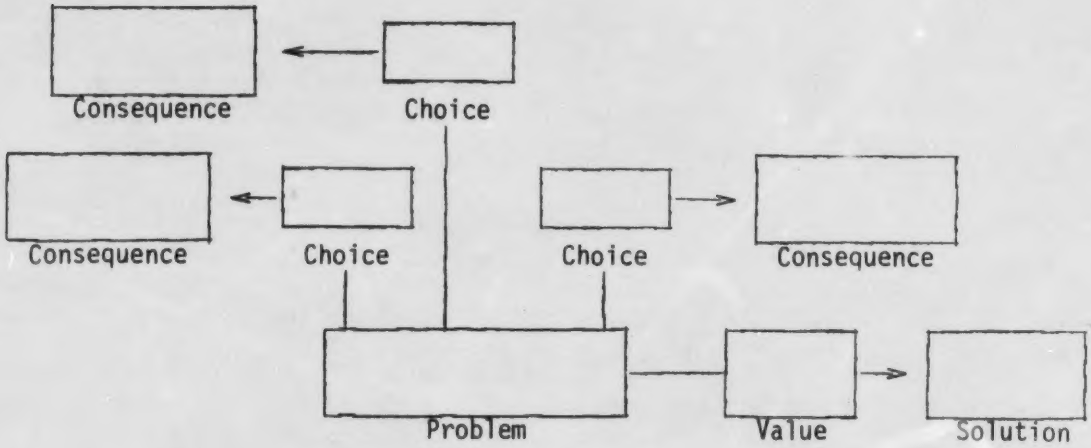
a. What is the problem?

b. What are the choices?

c. What are the consequences of the choices?

d. What do I value? What is important to me?

e. Which choice do I make? (solution)



Have the groups explain their decision charts to the class and then continue with the story.

Let's suppose that you all decided to go to America to set up a "New England." (Ask students why they think the Pilgrims made that choice, then continue with the story.)

You got a charter (a written grant of rights) from the Virginia Company for the right to establish a fishing village and a trading post in Virginia.

In September, 1620, 101 of you set sail for the New World on the 90-foot ship, the "Mayflower." Although your group is known as Pilgrims (people traveling for religious reasons), you are really a mixed group as many of you were not going to the new world for religious reasons.

However, the ship was blown off course by the rough seas and bad weather and landed, not in Virginia, but in Massachusetts. Since the Virginia Company could not dictate any laws in Massachusetts you and the rest of the people decided to draw up an agreement among yourselves.

You are one of the leaders and your main concern is to unite everyone so that the colony has a good chance for survival and success. You also want to see order and justice served in the colony. How would you do this? (Ask students to give suggestions.)

Then have students read the "Mayflower Compact." See p. 64 at the end of this lesson.

The following can serve as guide questions:

a. What did the Pilgrims value?

b. According to the Mayflower Compact, what was the purpose of migrating to America?

c. What were the main provisions to which everyone agreed to obey?

d. Do you think a compact like this helped the colony to survive?

e. In the struggle for self government, what was the significance of the Mayflower Compact? (The idea of majority rule, that everyone agrees to abide by the will of the majority.)

f. In a colony where the majority rule, how are leaders chosen? How are decisions made? How did the Pilgrims solve this problem? Students may need to gather information.

2. If students did the previous activity, then review the facts about the Pilgrims. If students did not do the previous activity, briefly tell them of the Pilgrims' experiences in England and their reasons for leaving. Then have students answer and discuss the following questions:

   a. What do we know about the Pilgrims? (Review)

   b. What do you think the Pilgrims would do if a preacher who had joined the colony in 1631 preached about ideas that they opposed? What if he preached that individuals had the right to worship God according to their own consciences and not necessarily according to the Pilgrims' beliefs?

   c. What alternatives or choices do you think the Pilgrims faced?

   d. What are the consequences of each position?

   e. What do you suppose the Pilgrims valued?

   f. What decision do you suppose the Pilgrims made? Explain your answer.

   Students may make a decision chart to help them visualize the alternatives and consequences. See the sample in the previous activity.

Have students read about Roger Williams, his problems with the Massachusetts Bay Colony and the founding of Rhode Island in 1636.

Discuss the following:

a. In what ways were Roger Williams and the Pilgrims alike and different?

b. Why do you suppose Roger Williams is studied in the context of the lesson: "Beginnings of Democratic Government?" What rights were won by the people through his efforts?

c. How important are people like Roger Williams to us today?

Have students write letters, either defending the Pilgrims or Roger Williams.

3. The following can serve as a guideline for a discussion on religious toleration.

   a. Do we have religious freedom today? Give examples.

   b. Was Roger Williams a Christian? Were the Pilgrims Christians? What do you suppose freedom of worship meant to them?

   c. What has happened to the idea of freedom of worship?

   Hand out copies of "The Maryland Toleration Act" to students. See p. 65 at the end of this lesson. Students may answer and discuss the following:

   a. What do you think is the main idea of the Act?

   b. Why do you suppose the people felt it was important to have it written into law?

   c. How is their idea of freedom of worship different from ours today? Does society's views affect our own ideas? Why do ideas change?

   d. Why is this Act an important milestone in the development of American democracy?

4. Introduce students to the concept of freedom of the press by asking:

   a. What do you think freedom of the press means?

   b. Can the student newspaper print anything they want about you? the Governor? the President?

   c. Do you think the Puritans would allow freedom of the press in their colony?

   d. Do all countries allow freedom of press today? Why not?

e. How do you suppose the people of the United States gained that right? Have students suggest scenarios.

Have students read about Peter Zenger in their textbooks or from the following source: Shapiro, Alan, et al, America Land of Change, Rights. Chicago: Science Research Associates, 1970, pp. 43-47.

Discuss the following:

a. What was Peter Zenger's crime?

b. What do you think was important to Peter Zenger?

c. From the viewpoint of the government, why was it considered a crime?

d. How does the decision in Peter Zenger's trial affect us today?

5. Have students clip and explain articles from newspapers which show the extent of our religious toleration today and articles which probably would not have been tolerated prior to Peter Zenger's trial. Ask students for their ideas about how or why people's ideas and values change.

6. Students may do additional research on people who were important to the development of American democratic ideals. For example, Anne Hutchinson, Thomas Hooker, or William Penn.

7. Help students to read newspaper articles critically. Select an article which criticizes a branch of government, or a member of government, such as a legislator, judge, or governor. Have students read the article and discuss the following:

   a. What is the article saying?

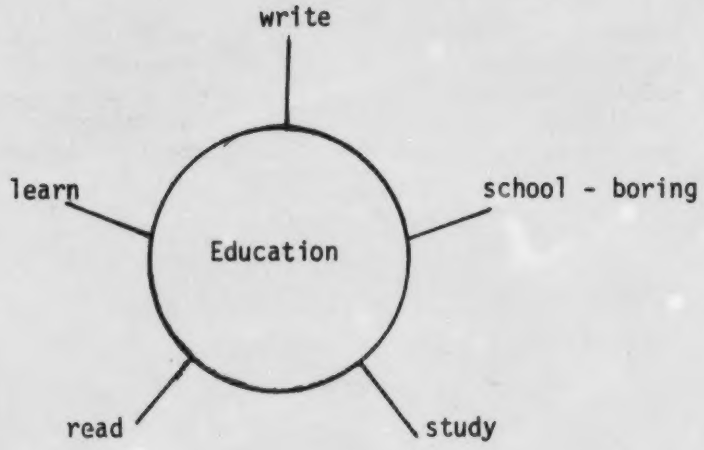
   b. What are the facts? What are the opinions expressed?

   c. On what facts are the opinions based?

   d. Whose viewpoint is being expressed? Does the person or group have a personal interest at stake?

   e. Is there another side to the story? Are there other questions which may have to be answered?

8. Do a word association activity with the concept of education. Ask students to suggest words or phrases that come to their minds as the word education is mentioned. Write the students' responses on the board.



Discuss: Is education necessary? Is public education necessary?

Discuss with students the "Old World" ideas about education that only the sons of rich families needed a formal education. Have students suggest why the common people didn't feel the need for formal education. Ask students if they would have liked to live in the "Old World." If students answer "Yes," have them create a scenario of what they would be doing. Then ask students if they really would prefer that life rather than the present.

Ask students: Is education important to us today? Why?

Have students gather information on the development of public education in America or the history of education in America.

Discuss with students: What do you think is the connection between education for all and the concept of democracy? Can democracy work if the people are uneducated?

Culminating Activities

1. Have students create a collage or montage to illustrate the title of this lesson: Colonial Roots of American Ideals. Ask them to include as much of their learning as possible.
2. Have students individually or in small groups find information about past or present Americans who fostered the growth and application of democracy in America. Have students make a creative presentation of their subjects and discuss how their subjects' actions made for a better America.

The list of Americans may include the following:

Frederick Douglass
Harriet Tubman
Susan B. Anthony
Jacob Riis
Jane Adams
William Lloyd Garrison
Harriet Beecher Stowe
Eleanor Roosevelt
William Penn
Martin Luther King, Jr.

The Mayflower Compact

November 11, 1620

IN THE NAME OF GOD, AMEN. We whose names are under-written, the Loyal Subjects of our (fearful) Sovereign Lord King James, by the Grace of God... Having undertaken, for the Glory of God, and Advancement of the Christian Faith, and Honour of our King and Country, a Voyage to plant the first Colony in the northern Parts of Virginia; Do...(seriously and jointly with all) in the Presence of God, and one another, (contract) and combine ourselves together into a (government of citizens), for our better Ordering and Preservation and Furthermore of the (goals mentioned before); And by (right thinking and action) hereof to (set up, put together and pass) such just and equal Laws, Ordinances, Acts, Constitutions, and Officers, from time to time, as shall be thought most (suitable) and convenient for the general Good of the Colony; unto which we promise all due...Obedience.
IN WITNESS whereof we have hereunder subscribed our names...

Adapted from Our Freedom Documents, Vol. 1, compiled by Robert B. Watts.
Washington, D.C.: The Supreme Council, 1977, p. 6.

The Maryland Toleration Act

1649

The colony of Maryland was established in 1634 by Catholics who were persecuted in England for their religious beliefs. In 1649, the colonial legislature passed the Maryland Toleration Act.

> ...And whereas the enforcing of the conscience in matters of religion has frequently had dangerous consequences in those colonies where it has been practiced, and for a more quiet and peaceable government of this colony, and to preserve mutual love and friendship among the people of this colony. Be it therefore...enacted...that any person or persons living in this colony, or in its islands, ports, harbors, rivers, or havens who believe in Jesus Christ, shall not be in any way troubled, molested or disapproved of in respect of his or her religion and its practices.

Adapted from Allan O. Kownslar and Donald B. Fizzle, Discovering American History. New York: Holt, Rinehart and Winston, 1974, pp. 81-82.

LESSON III: HUMAN DIGNITY AND IDEALS OF DEMOCRACY

Generalizations

1. The foundation of western democracy is the belief in the worth, dignity and uniqueness of the individual.
2. The ideals of democracy include the right to life, liberty, and pursuit of happiness.
3. Belief in human dignity is demonstrated in the everyday behavior of individuals in their treatment of others.

Concepts

1. Democracy: Government in which the people hold the ruling power either directly or indirectly through elected representatives; the principle of rights, opportunity, and equal treatment, and the practice of this principle
2. Human Dignity: The state or quality of being worthy and unique
3. Self Concept: Images, perceptions of oneself

Objectives

1. Analyze and explain the relationship between democracy and human dignity.
2. Demonstrate belief in human dignity by treating others decently and fairly in everyday life.
3. Develop a continually growing philosophy that reflects responsibility to self and others.
4. Distinguish statements of fact from opinion when reviewing data related to a social problem.
5. Gather data from various sources and organize the data related to a social problem.
6. Distinguish between relevant and irrelevant data when gathering information for solving a social problem.
7. Identify the key questions that need to be answered in resolving a social problem.
8. Organize, analyze, and interpret social science information from many sources in solving a social problem.

9. State a hypothesis about the cause of a social problem.

Introductory Activity

Introduce students to this lesson by first asking them what they think human dignity means, or by asking students to give examples of a person's belief in human dignity.

The teacher may have to present situations to the class and have students hypothesize responses or reactions of people who believe in human dignity. For contrast, students may also hypothesize responses or reactions of people who do not value human dignity.

For example: A student reading aloud mispronounces a simple word. If you value human dignity, how would you react? If you do not value human dignity, how would you react?

Have students write a summary statement about human dignity.

Developmental Activities

1. Discuss the power of medieval kings prior to the signing of the Magna Carta. Ask the class if the kings believed in human dignity. Have them explain their answers.

   Divide class into small groups and have each group brainstorm the answers to the following question: How can a government show its belief in the human dignity of its citizens?

   Students may follow the following procedure:

   a. List *all* ideas, no matter how "crazy" they may seem. The intent here is to generate ideas.

   b. Go over the list and eliminate those that seem impractical or unreasonable.

   c. Indicate the items that relate to the rights or privileges which American citizens enjoy.

   Have each group share its list with the class and then have the class answer the following question: Does America recognize the human dignity of its citizens? In what other ways does America recognize the dignity of its citizens?

   Discuss the limits or meaning of the right to life, liberty and pursuit of happiness. Students may come up with the following ideas:

   Life: No one has the right to take another's life without justifiable reason.

   A person has the right to life as long as he or she doesn't willfully endanger someone else's life.

Liberty: A person is free to do whatever he/she wants as long as he or she doesn't infringe on the rights of others.

Pursuit of Happiness: A person has the right to justice and equal opportunity to pursue happiness as long as other people's rights are not infringed upon.

Discuss the following situations: What and whose rights are violated?

a. Do you have the right to come tardy to class?

b. Do you have the right to cut into the lunch line?

c. Do you have the right to hijack another student for lunch money?

d. Do you have the right to borrow money or a pencil from another student?

Discuss: How does the government protect people's rights to life, liberty, and pursuit of happiness?

Divide class into small groups or team challenge groups. Hand out copies of "Democratic Ideals - Right to Life, Liberty, and Pursuit of Happiness." See pp. 72-73 at the end of this lesson.

2. Introduce students to the Declaration of Independence by writing the following on the board:

> ...that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness.
>
> ...governments are instituted (set up) among men, deriving (getting) their just (lawful) powers from the Consent of the governed.

Adapted from Our Freedom Documents. Compiled by Robert B. Watts. Washington, D.C.: The Supreme Council, Vol. 1, 1977, p. 11.

Ask students if they think the Declaration of Independence recognizes the dignity of people. Have students explain their answers. Or discuss the following: Who is important? What ideas show that people are important?

Discuss the ideals of democracy: the right to life, liberty, and pursuit of happiness. What do these mean in terms of the students' lives? Have students give suggestions and record them on the board. Accept all responses.

Right to Life	Right to Liberty	Right to Pursuit of Happiness
1. Nobody has the right to kill me.	1. I can say whatever I want.	1. I have the right to punch him if he says something "bad" about me.

Discuss students' responses and make corrections or eliminate those that are "wrong."

Then examine students' responses for each ideal to see if these ideals should be absolute or should have limits. Remind students that these ideals recognize the dignity of all human beings.

For example: Do people have the right to say anything? Do people have the right to yell "fire!" in a crowded theater? Would other rights be violated?

3. Hand out student worksheet on p. 72 and have students match the items with the ideals of democracy: the right to life, liberty or the pursuit of happiness.

   Discuss students' answers. Ask students how they think these regulations relate with human dignity.

   Have students look over the items in "Democratic or Non-Democratic? You Decide!" See p. 49. Ask students to note the items that recognize the dignity of all human beings. Ask students if those were the same items they placed in the Democratic column in the introductory activity in Lesson I. Have students make a statement using the words "democracy" and "human dignity."

4. Inform students that they will examine situations which offer opportunities for students to demonstrate their belief in human dignity.

   Ask students: "Have you ever had the experience of having someone make you 'feel small' or 'feel really stupid'?"

   Assign groups to role-play an incident which results in the loss of human dignity. Some suggestions:

   a. Family situations such as parent-child disagreements or sibling problems.

   b. School situations such as teacher-student or student-student disagreements.

   c. Peer group situations such as boy-girl disagreements.

   Prepare the audience to be active observers by asking them to watch the role-play with these questions in mind.

   a. How would you feel if you were in the victim's shoes?

   b. What was said or done to make the person feel "small?"

   c. How did the victim react? Are there better ways of handling the situation?

   Have a new group of students (or the same group) re-enact the incident without any loss of dignity to each other.

   Comparison: What are the differences between the first and second sets of role-playing?

Have each student write and submit his or her response to the following question: What could be the lessons learned from this activity?

Possible responses: "People feel better when they are treated with respect."

"We should treat people with respect as we would want to be treated ourselves."

Lesson adapted from Department of Education, Basic Issues and Problems in the United States, 1972.

5. Divide class into small groups or team challenge groups. Have them discuss and record their responses to the following:

   a. What are some of the qualities that contribute to good self-image?

   b. What are some of the qualities that contribute to a poor self-image?

   c. What are the conditions that might contribute to human dignity and self-worth for the following life roles?

      (1) teacher
      (2) student
      (3) parent
      (4) doctor
      (5) surfer

      (Optional: The conditions listed could be identified as economic, social, or political values.)

   d. How can you contribute to the dignity and self-worth of others?

   Have each student create a collage or montage of his or her self-concept on one side of a paper package. On the opposite side, have the student create a collage or montage of what he or she would like to become. On the other two sides, have the student state what he or she would be willing to do to enhance the self-concept of others, as well as his or her own self-concept.

6. Have students do research on the following topics. See p. 227 for a student handout on conducting research.

   Prior to having students do the research, review or teach, if necessary, pre-requisite skills such as note-taking, outlining, writing footnotes and bibliography.

   a. Democratic Concept: Right to Life

      In a democracy, you are guaranteed life. You may not take any person's life willfully without cause, including your own.

      Topics: (1) Euthanasia
      (2) Capital Punishment
      (3) Abortion
      (4) Suicide
      (5) Others

b. Democratic Concept: Right to Liberty

In a democracy, you are guaranteed liberty and freedom, as long as you do not infringe on the rights of others.

Topics: (1) Freedom of the Press and the right to withold sources.
(2) Laws agains pornography
(3) Laws against marijuana
(4) Privacy and wire-tapping
(5) Others

c. Democratic Concept: Right to Pursuit of Happiness

In a democracy, you have the right to develop to the best of your potential without prejudice to race, creed, sex, economic or social background.

Topics: (1) Civil Rights Movement in the U.S.
(2) ERA - Equal Rights Amendment
(3) The Right to Education - Public Education
(4) The Rights of the Minor Citizen (Student Rights)
(5) Poverty in America
(6) Others

Culminating Activities

1. Have students examine current popular music and bring together a collection of lyrics which express democratic ideals. Have them write a script, pretend to be disc jockies and comment on each record.

2. Ask students to look in literature--Walt Whitman (who is referred to as the poet of Democracy), Carl Sandburg, Robert Burns, Robert Frost and others--for their expressions of democratic ideals. Have them read excerpts to the class or explain and illustrate one of their poems. Or have them make posters, montages, or collages which express the ideals discussed.

3. Have students develop 20 second messages for radio or t.v. to remind fellow citizens of these ideals.

Adapted from Department of Education, Basic Issues and Problems in the United States, pp. 28-29.

Student Worksheet - Democratic Ideals - Right to Life, Liberty and Pursuit of Happiness

Name____ Period__________

The ideals of democracy include the right to life, liberty and the pursuit of happiness.

Directions: A. As a group, please discuss these ideals (the right to life, liberty and the pursuit of happiness) until all members come to a common understanding of their limits and what they mean.

B. The following items are related to your life as a citizen of the U.S. Identify the ideal(s) they are related to.

C. Write all responses on a sheet of paper and be prepared to defend your views.

A. Life B. Liberty C. Pursuit of Happiness

1. On school excursions, no swimming is allowed without a life guard present.
2. As a registered car owner, you must have a safety check on your car yearly.
3. In Hawai'i, the curfew is 10:00 p.m. That is, no one under the age of 16 should be roaming the streets without an adult present.
4. Every child in the United States has the right to a public education.
5. In class, everyone should work quietly without disturbing others.
6. In the state of Hawai'i, no one under the age of 18 will be allowed to purchase alcoholic beverages.
7. In school, there is to be no cutting in the lunch line.
8. In Hawai'i, a red traffic light means "stop" while a green traffic light means "go."
9. At Ala Moana Center, do not ride the escalator without shoes.
10. In a theatre, no smoking is allowed.
11. In a supermarket, one should wait one's turn in line to get to the check-out counter.
12. In school, the library is available to every student.
13. You may choose your own future career.

14. You need a doctor's prescription for certain drugs.

15. You can get arrested for smoking pakalolo.

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FILM RESOURCES

Department of Education
Multimedia Serivces

Symbols:
E-elementary
J-junior high
H-high
C-college
A-adult

LIFE IN ANCIENT GREECE - ROLE OF THE CITIZEN

1658 11 min.
E-H 1959

Recreates the political and economic life in a Greek city-state in 440 B.C. Discusses the privileges and responsibilities of citizenship in this early democracy.

OUR INHERITANCE FROM HISTORIC GREECE

2148 11 min.
M
E-H C 1952

Shows modern examples of architecture, language, dress and government paralleled with scenes of everyday life in historic Greece.

MAGNA CARTA, Pt. II: REVOLT OF THE NOBLES AND SIGNING OF THE CHARTER

1775 16 min.
J-H 1959

Dramatizes the events after the crowning of King John which brought the conflict between kings and barons to a climax, leading to the drafting of the Magna Carta.

ENGLISH HISTORY - NORMAN CONQUEST TO THE FIFTEENTH CENTURY

0813 11 min.
J-H A 1954

Traces the history of England from 1066 to the decline of feudalism. Discusses the concept of limited monarchy as the basis of the English form of democracy. Points out how the Magna Carta and institution of the jury trial marked the recognition of human rights.

THE PILGRIMS

2261 22 minutes
J-H 1955

Discusses the Mayflower Compact and the hardships of the new world.

AMERICAN LITERATURE - COLONIAL TIMES

0070 11 minutes
HK
J-H 1954

Discusses the beginning of literature in this country as it took the form of practical, useful documents, reflecting the wonders of the new world, the hard pioneer life and deep religious faith of the people.

AMERICA'S HERITAGE - STATESMEN
4817 19 min.
J-H 1956

Shows contributions to America's history and high points in the lives of Benjamin Franklin, John Peter Zenger, Thomas Jefferson, William Penn and Paul Revere.

UNIT III: FOUNDATION OF AMERICAN DEMOCRACY

Overview

America's first plan of government, the Articles of Confederation, had many weaknesses which led to the Constitutional Convention in 1787 and the creation of The Constitution of the United States, our present Constitution.

The Constitution serves as the foundation of American democracy and provides the basic tenets of democratic government (i.e., the functions, services and limits of government).

The form of government created under the Constitution is based on the following important principles: federalism, separation of powers, protection of the liberties of individuals and judicial review. Each has helped to give Americans a stable government that has been able to adapt to changing times and needs.

The Constitution provides for the protection of important individual rights, such as the rights to justice, liberty and equal protection of the laws, against the powers of government. It is in the application of these rights that the meaning of democracy adapts to meet different needs and changing circumstances.

This unit explores the form of government created under the Constitution, inquires into the meaning and impact of the Bill of Rights on citizens, and examines citizen participation in public affairs.

INDEX TO STUDENT REFERENCES - UNIT III

Authors*	Foundations	Liberty	Criminal Justice	Civil Justice	Rights, Opportunity	Participation
"About..."**	all					
Ball	74-102, 137-211	122-126	116-117, 127-130, 213		112-114	12-15, 242-296
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Cuban, Manoni						31-40
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Cuban, Werthman					24-27, 39-41	all
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**Identified by title, see bibliography.

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*Complete bibliographical information at the end of the unit.

UNIT III: FOUNDATION OF AMERICAN DEMOCRACY

Key Questions

1. What does the Constitution of the United States provide for? How does it protect the liberties of the people?
2. What rights and responsibilities do citizens have?
3. What is the function of law?
4. To what extent have minorities progressed in their fight for civil rights and equal opportunity? What else should be done?
5. Should citizens get involved in politics? How can citizens get involved in politics?

Generalizations

1. The Constitution of the United States provides for the basic tenets of democratic government (i.e., the functions, services and limits of government).

2. The form of government created under the Constitution is based on the following important principles: federalism, separation of powers, protection of the liberties of individuals and judicial review. Each has helped to give Americans a stable government that has been able to adapt to changing times and circumstances.

3. The writers of the Constitution of the United States realized that the Constitution would need changes to meet the changing needs of citizens. These formal changes were allowed as amendments to the Constitution.

4. The Bill of Rights safeguards important individual rights, such as the rights to justice, liberty and equality of opportunity, against the powers of government.

5. Rights are not absolute; they must be balanced against other rights.

6. Civil law, such as consumer law, liability law, and family law, evolved in our government to resolve or deal with problems encountered by individuals and groups in society.

7. The civil rights movement won legal victories for the Black people and has inspired other groups in American society such as women, the handicapped, and farm migrant workers to make their own claims for equal treatment.

8. It is the responsibility of government, industry, and the individual to ensure that all Americans have equal opportunities to pursue their ways of life.

9. A society based on democratic ideals requires citizens who have the ability to act responsibly and effectively in public affairs.

10. Participation is the essence of democracy. Social participation calls for individual behavior guided by the values of human dignity and rationality, and directed toward the resolution of problems confronting society. Involvement may take the form of political campaigning, community service or improvement, or even responsible demonstrations.

11. The Democratic and the Republican Parties are the two major political parties in America. Although America has had third party movements, they have not gained widespread lasting support.

Concepts

1. Government: A system of living by rules of law

2. Constitution: The fundamental principles according to which a nation, state, or group is governed

3. Federalism: A form of government in which power is divided and shared between the national and state governments

4. Separation of Powers: The system of checks and balances among the legislative, judicial, and executive branches of government to prevent any one branch from gaining all the power

5. Bill of Rights: The first ten amendments to the Constitution are known as the Bill of Rights. They list important protections for the individual citizen. The expanded Bill of Rights also include Amendments 13,14,15, 19 and 26.

6. Justice: The quality of being fair, impartial; the establishment or determination of rights according to the rules of law or equity

7. Liberty: Freedom

8. Responsibility: Duty, obligation

9. Civil Rights: The basic rights of an individual; those rights that provide all citizens with equal treatment under the law

10. Equal Opportunity: Equality of opportunity in the availability of resources and access to governmental services, regardless of geographical location or status in life.

11. Civil Law: Law that deals with the private rights of individuals or groups of individuals

12. Social Participation: Application of knowledge, thinking, and commitment in the social arena

13. Political Party: Group of people who have joined together to take part in elections with the goal of gaining control of the government

14. Citizenship: The relationship of individuals to their government and to other individuals and groups in society

15. Decision-making: A process by which people attempt to choose among alternatives, to resolve conflicts among competing interests

Objectives

1. Compare and contrast the major responsibilities among the local, state and federal levels.

2. Describe the significance of the Constitution as the supreme law of the land.

3. Identify the basic rights and responsibilities expressed in the Bill of Rights.

4. Analyze problems of human rights guaranteed by the U.S. Bill of Rights.

5. Identify and describe personal social values that are derived outside of family life and peers.

6. Explain how civil law prevents or resolves problems that people encounter in societal living.

7. Analyze cases and demonstrate understanding of the concepts in the Bill of Rights and civil law.

8. Examine the role of political parties in America's history.

9. Describe the development of the right to vote.

10. Analyze candidates' stand on issues and programs.

11. Identify some ways in which people organize themselves.

12. Describe personal values.

13. Develop a continually growing philosophy that reflects responsibility to self and others.

14. Demonstrate behavior that illustrates respect for others, such as listening to their points of view.

LESSON I: FOUNDATIONS OF GOVERNMENT

Generalizations

1. The first American plan of government was called the Articles of Confederation. Its many weaknesses led to a Constitutional Convention and the creation of the present Constitution.

2. The Constitution of the United States provides for the basic tenets of democratic government (i.e., the functions, services and limits of government).

3. The form of government created under the Constitution is based on the following important principles: federalism, separation of powers, protection of the liberties of individuals and judicial review. Each has helped to give Americans a stable government that has been able to adapt to changing times and circumstances.

4. The writers of the Constitution of the United States realized that the Constitution would need changes to meet the changing needs of citizens. These formal changes were allowed as amendments to the Constitution.

Concepts

1. Government: A system of living by rules of law

2. Constitution: The fundamental principles according to which a nation, state, or group is governed

3. Federalism: A form of government in which power is divided and shared between the national and state governments

4. Separation of Powers: The system of checks and balances among the legislative, judicial, and executive branches of government to prevent any one branch from gaining all the power

Objectives

1. Explain the problems encountered with the Articles of Confederation.

2. Describe the basic governmental structures and responsibilities at the local, state, and federal levels.

3. Compare and contrast the major responsibilities among the local, state and federal levels.

4. Describe the significance of the Constitution as the supreme law of the land and the embodiment of democratic values.

5. Demonstrate behavior that illustrates respect for others, such as listening to their points of view.

Introductory Activity

Introduce students to the Articles of Confederation by having the class describe how they think the colonists felt at the end of the Revolutionary War. Then pose the question: What is the next step for a group of people who had just won their freedom? Have students explain their answers.

In small groups have students pretend to be delegates from the colonies who have gathered to establish a framework for government. Remind students that they have just fought a war to be free from British regulations and taxes. Have students decide who will have the following powers: the central government, the states, or both.

1. make laws
2. make treaties with foreign nations
3. build a navy
4. coin money
5. levy taxes
6. declare war
7. create post office
8. control trade in the states

Ask students to explain their answers. Have students keep their answers for the next activity.

Developmental Activities

1. Write on the board the objective of this activity: Students will read about the Articles of Confederation to find out how the colonies were first organized.

   Have students read appropriate pages in the text and validate their responses to the introductory activity.

   Discuss: What problems did the states and central government have because of the way power was divided?

2. Inform students that the Constitution explains how government works, how leaders of the government are chosen, what they can and cannot do, and what rights the people have.

   Have students carefully read the following list and determine whether or not the situation could take place in a country without a constitution. Ask students to explain their answers.

   a. The police could kick in your door whenever they wanted to search your house.

b. You become a slave.

c. If you're a woman, you have nothing to say at all about your country or your government.

d. You are told you'd better find room and food in your house for ten soldiers because the government said so.

e. You are standing on a corner talking to some of your friends when you are arrested because you look suspicious.

f. You are arrested and some of your friends came to get you out of jail. The judge tells them it would cost a million dollars.

g. You go to the church where you've always gone and find a note on a locked door, which says that the government had decided to close that church.

h. The only programs you can watch on TV or books you can read are what the government wants you to see or read.

i. You hate the leader of your country for all the mean things he/she has done, but there is no way to get him/her out of office.

j. You are stopped and searched on the street and the police can take anything they want from you.

Help students to understand that just having a constitution is not enough. What counts are the ideas that are written in the constitution and how well they are carried out in everyday life.

3. In small groups, have students brainstorm what they think the purposes of government should be. Have each group record their answers on chart paper. Remind students that in the brainstorming process, all answers should be accepted. There should be no evaluation or judgment on the responses, since the objective is to generate ideas.

After about 7-10 minutes of brainstorming, have students tape their charts on the board. Give students about 5 minutes to look over the charts to see similarities.

Ask students if they see any similarities among the groups' responses and list on the board or circle similar responses on the charts.

Hand out copies of the Preamble to the Constitution.

Preamble: "We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America."

Have students read the Preamble and discuss:

a. What is the purpose of the Preamble?

b. What is the Constitution supposed to do?

Have the students discuss the meaning of the following objectives:

a. establish justice

the citizens of this country would be treated fairly and with dignity

b. insure domestic tranquility

make sure that citizens would enjoy peace without unrest within the country

c. provide for the common defense

make sure that there is a defense force ready to fight against a common enemy

d. promote the general welfare

be interested in citizens as to their physical and mental well-being

e. secure the blessings of liberty to ourselves and our posterity

secure the benefits of freedom to ourselves as well as to future generations

4. Discuss the need for law and rules in society.

a. Can groups get along without rules?

b. Are there any rules that may be written or unwritten that are observed among friends?

c. What might happen if there were no classroom rules? (Extend this line of questioning until students suggest the need for rules.)

Have several students read the school's student government constitution to determine the main parts of the constitution. Other students may read other constitutions or by-laws to determine the major parts. Then have the class determine what they think are the major parts of a constitution. Students' responses may include purpose, leadership, membership, rights and responsibilities, changes, etc.

Have students write a class constitution. First call students' attention to the major components of a constitution and ask if the list is complete. Then have students suggest questions under each component that should be answered. The questions may include:

a. What is the purpose of the class constitution?

b. What kind of leaders will there be?

c. How will they be selected? How long will they serve?

d. What powers will they have? What rights and responsibilities will they have?

e. What are the rights and responsibilities of the teacher?

f. What rights and responsibilities will the general membership have?

g. How can changes to the constitution be made?

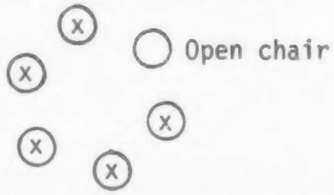
After the class feels that the list of questions is complete, divide the students into small groups and have each group answer the questions. Have each group select a chairperson and a recorder to keep the discussion moving and to keep track of the group's ideas.

Inform students that the constitution has to satisfy the different groups in class and that the next step is for the groups to discuss and negotiate. Remind students that compromise may be necessary to achieve agreement.

Have students participate in a consensus decision-making process. Have each group select a different member who will represent the group during the negotiations for each topic. Have the representatives meet in the center of the room in a modified fishbowl. The open chair is for any student who wishes to contribute to the discussion. The objective of the representatives is to come to agreement.

e.g. Purpose of the constitution

Representatives from the groups discuss and come to agreement.



The teacher may need to assist the students until they become familiar with the process.

After agreement among the representatives is reached, the representatives then meet with their respective groups to assess the group's feelings about the agreement. The representatives then reconvene to find out if all the groups are in agreement or if further discussion and negotiation need to take place.

After agreement has been reached on all the parts, have the class vote on the constitution by voting on each part. Allow students to express their opinions before the vote is taken.

Focus on the consensus decision-making process. The following can serve as guide questions:

a. What parts of the process allow the members a voice in the decision-making process?

b. How does this process demonstrate the worth of all individuals?

c. How is this process different from simply taking a vote on the different ideas presented?

d. What do you think are the advantages and disadvantages of the consensus decision-making process?

e. Can you think of other areas in which this decision-making process can be applied?

Implement the constitution in your classroom. After a few days, discuss how well the class constitution has been working.

5. Inform students that the United States Constitution has been called a "bundle of compromises." Have students gather information in their texts or other readings about the opposing viewpoints in regard to the following questions and the compromises that were reached.

   a. Should the state governments or the federal government have the greater power?

   b. Should the larger states have more representatives in Congress?

   c. Should slaves be counted as part of a state's population?

   An alternative is to give students the opposing viewpoints and have them come to an agreement. Then validate the students' answers with the real compromise that was reached.

6. Introduce students to the concept of checks and balances by discussing: What do you think about changing the Constitution so that the President can make and pass laws for the country, enforce the laws, and decide whether or not the laws are constitutional? Why do you suppose the writers of the Constitution decided to divide the power into three branches?

   Discuss the influence of Montesquieu on the writers of the Constitution. Discuss the following:

   > The writers of the Constitution also got their ideas from European thinkers. A Frenchman, Charles de Montesquieu, wrote about the English system of government.
   >
   > He described how the English divided the power of government among three separate branches. The legislative branch had the power to make laws, the executive branch had the power to enforce and carry out laws, and the judicial branch had the power to hear evidence in court and decide on a person's innocence or guilt.
   >
   > Montesquieu wrote that it was important to divide power because the power of government can be very dangerous to the liberty of citizens. But if power is divided, then one branch can check and balance the power of the other branches.

Montesquieu died in 1755, but his ideas influenced the writers of the Constitution in the way they organized the new government. They divided the government into the legislative, executive, and judicial branches that Montesquieu had mentioned.

Have students find examples of how the branches can check each other. Students may chart their answers.

e.g.

How the Executive can check			
Legislature	Art. Sec.	Judiciary	Art. Sec.

Students may include the article and section where the checks can be found in the Constitution.

Have students compare the organization of the national government with the county and state organization. Are the county and state organized in a similar or different way?

Have students bring in newspaper accounts of a branch of the government, county, state or federal, checking the power of the other branch. Have students discuss how one branch checked or is attempting to check the power of another branch.

7. Introduce students to the concept of federalism by having students look up the definition in a dictionary, or write the definition on the board and discuss its meaning and current examples. Another alternative is to present the following division of power and have students infer the meaning of federalism.

e.g. Under a federal system of government

a. Each state has the power to decide whether or not to legalize gambling, to have capital punishment, to regulate businesses within the state.

b. The central government has the power to levy and collect all taxes, to coin money, to raise and maintain armed forces.

c. Each local government has some power to regulate various aspects of life within its boundaries.

Discuss the following:

a. What do you notice about the power of government?

b. Why do you suppose all the power wasn't given to the states and local governments?

   c. Why do you suppose all the power wasn't given to the central government?

Have students skim through the Amendments to identify the one that involves federalism. (The Tenth Amendment mentions rights of states.)

Discuss newspaper accounts of federalism in operation. Students may note the responsibilities of county, state, and federal governments. Students may also do research on controversies over federalism, such as the Civil War, The New Deal, Governor Wallace and integration of Little Rock, Arkansas.

8. Write the word "amendments" on the board. Ask students what they think the word means. Remind students that amendments are located at the end of the Constitution and were not ratified with the main body of the Constitution.

   If no satisfactory responses are given, tell students that amendments are revisions, or changes made to the Constitution. Ask students if they recall the latest fight to ratify an amendment.

   Discuss with students:

   a. Why do you suppose the writers of the Constitution felt it was important to include an amending process?

   b. How many states do you think should approve of the amendment before it becomes part of the Constitution?

   Have students look in the Constitution to identify the article that deals with the amending process and to compare their answers.

Culminating Activities

1. Have students create short skits that explain the Constitution, separation of powers and the concept of federalism.

2. Have students analyze newspaper articles that deal with the Constitution, separation of powers and federalism.

LESSON II: PROTECTION OF RIGHTS: LIBERTY

Generalizations

1. The philosophic principle which recognizes human dignity and worth have been translated into public law and civic policy in documents, such as the American Bill of Rights.
2. The Bill of Rights safeguards important individual rights, such as the rights to justice, liberty and equality of opportunity, against the powers of government.
3. Every right to a liberty has a corresponding responsibility.
4. Rights are not absolute, but must be balanced against other rights.
5. The writers of the Constitution of the United States realized that the Constitution would need changes to meet the changing needs of citizens. These formal changes were allowed as amendments to the Constitution.

Concepts

1. Bill of Rights: The first ten amendments to the Constitution are known as the Bill of Rights. They list important protections for the individual citizen. The expanded Bill of Rights also includes Amendments 13, 14, 15, 19 and 26
2. Liberty: Freedom
3. Responsibility: Duty, obligation

Objectives

1. Identify the basic rights and responsibilities expressed in the First Amendment to the United States Constitution.
2. Analyze problems resulting from the denial of human rights guaranteed by the U.S. Bill of Rights and denial of the right to due process of law.
3. Develop a continually growing philosophy that reflects responsibility to self and others.

Introductory Activity

Introduce students to the Bill of Rights by presenting the following situation:

> A new leader has taken over our country. His/her first order is: "Every citizen must give up all except three rights mentioned in Amendments 1-8 and Amendments 13, 14, 15, 19, and 26. Each of you must decide which three rights (not three amendments, but each individual right considered separately) you consider the most important. You will be allowed to keep these three rights. Justify your choices.

Have students discuss in small groups and then have each group report its choices. List on the board the choices made. If groups have not been able to come to a consensus, discuss the difficulties they faced in making choices.

a. Why was it difficult to choose only three rights?

b. Why was it difficult to come to an agreement on three rights?

c. What were some of the reasons given to retain or discard the rights?

Introduce the term "inalienable" at this point (if the word or general idea has not emerged in the discussion).

a. Ask whether the three rights can be considered inalienable.

b. Examine the wording of the First Amendment:

"Congress shall make no law..."

c. Examine the wording of the Fourth Amendment:

"The right of the people to be secure...shall not be violated."

d. What are the implications of such wording?

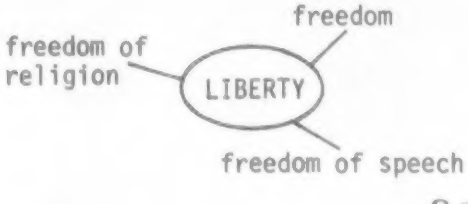
  (1) What does it tell you about the power of government?

  (2) What does it tell you about the rights of the people?

Have students develop their own role-play situations based on the first eight amendments. As students engage in the role-play, the audience can identify the rights which are the focus of the situation.

Developmental Activities

1. Introduce students to the concept of liberty by having them do a word association exercise. Write "liberty" on the board and have students suggest words or phrases that come to mind.



Then have students identify the amendment that protects the liberty of citizens. (Amendment I) Discuss the importance of Amendment I to a democratic society. How does freedom of expression help citizens?

Have students determine if the following laws would be allowed by the First Amendment.

a. Every person over 3 years must attend the national church.

b. No one is allowed to say anything bad about the President.

c. Every citizen has a right to voice his or her opinion as long as whatever is said does not lead to action which injures a person or damages property.

d. People can print whatever they want about another person.

e. People are allowed to join the Communist Party.

Inform students that they will examine the "free speech" aspect of the First Amendment. Discuss the following:

a. If you feel very strongly about something, should you have the right to speak even though what you say might anger the listeners?

b. If you were a police officer and came upon a speaker calling the mayor a bum and noticed that the listeners were getting angry, what would you do?

Have students read "Feiner v. New York." See p. 98 for a copy of the reading. Or show film "Freedom to Speak: People of New York vs. Irving Feiner."

The following can serve as guide questions for discussion:

a. What dangers, if any, do you see in allowing Feiner to continue his speech? What dangers, if any, do you see in preventing Feiner from finishing his speech?

b. Do you think Feiner's speech furthered the search for truth? Should his right to continue speaking depend on whether his speech furthered that truth?

c. If you were a member of the Supreme Court, how would you have voted on Feiner's appeal? Why?

Explain the following decision to the class.

> The Supreme Court ruled by a 6 to 3 decision that Mr. Feiner's conduct did not fall under the guarantee of free speech. The Court explained that Mr. Feiner was arrested because of his failure to stop talking when he was asked to and the effect of his speech on the listening crowd. He was not arrested for what he said. The Court mentioned that a person has the right to express unpopular views, but that he or she does not have the right to cause a riot or disturbance.

Discuss:

a. What limit is placed on free speech?

b. What responsibility do citizens have as they exercise their right to free speech?

2. Have students recall the case of John Peter Zenger. The following can serve as guide questions.

   a. What are the facts of the case?

   b. What was the charge against Zenger?

   c. What was the outcome of the trial?

   d. Could John Peter Zenger be arrested today for what he did? Explain.

3. Have students make a list of unpopular viewpoints on current issues. Have students get into groups and choose one of the issues and make a two minute speech expressing the unpopular viewpoint. Each group must choose one speaker representative. Have students notice audience reactions as speeches are being made.

   Guide questions:

   a. How did the audience react?

   b. Is it easy to take an unpopular stand?

   c. When is it necessary to speak up even though what you say is not popular?

   d. Should you always have freedom of speech?

   e. In your personal experiences, when have you not had freedom of speech?

4. Duplicate the following quotations and have students analyze what they mean. Encourage students to voice their opinions on the statements.

> "Give me the liberty to know, to utter, and to argue freely according to conscience, above all other liberties."
>
> - John Milton, English poet, 1644

> "The freedom of the press throughout the world where the capitalists rule is the freedom to buy up papers, the freedom to buy writers, to buy and manufacture public opinion in the interests of the capitalists."
>
> - V.I. Lenin, Soviet dictator 1870-1924

> "The citizen who is partially informed has no opinion of his own but only the opinion of those who select for him the information he is allowed to have."
>
> - J.R. Wiggins, former executive editor of the Washington Post

"Censorship has never been used to pervert history."
- Kent Cooper, former head of the AP

"As the government grows, secrecy grows."
- U.S. Congressman J. Moss

"Press resistance to government power is absolutely necessary in a democracy."
- Edgar A. Mowrer, U.S. columnist

Source: Department of Education, Basic Issues and Problems in the United States, 1972, p. 72.

5. Introduce students to the concept of freedom of religion by having students recall the case of Roger Williams. The following can serve as guide questions:

   a. What did Roger Williams believe? Do you agree with him?

   b. What did the Puritans believe? Do you agree with them?

   c. How did the Puritans react to Roger Williams' ideas? Why?

   d. If Roger Williams were tried under our present Constitution, what do you think would be the court's decision?

6. Tell students to stand and to recite the Pledge of Allegiance. Then ask students: Can the school or Department of Education pass a rule that every student must recite the Pledge of Allegiance? What if a group of students claim that it is against their religion to pledge allegiance to anyone or anything other than God? Should they be expelled or punished for not reciting the Pledge of Allegiance to the United States?

   Hand out copies of the reading "West Virginia State Board v. Barnette (1943)" on p. 99. The following can serve as guide questions:

   a. Why was the ruling passed?

   b. Does reciting the Pledge develop loyalty and patriotism?

   c. On what grounds did the Jehovah's Witnesses object to saluting the Flag?

   d. Do you think the compulsory pledge interferes with the Jehovah's Witnesses' right to freedom of worship?

   e. As people practice their right of freedom of worship, what responsibility do they have to others?

   Explain the following Supreme Court decision to students.

   > The Supreme Court ruled that Jehovah's Witnesses could not be forced to salute the flag. The majority opinion stated that the refusal of the students to salute the flag does not interfere with or deny the rights of others to do so.

7. Have students research a draft exemption case based on the religious question and identify the issues of the case and the basis of the decision.

   e.g. Muhammed Ali (Cassius Clay)

   a. What arguments were presented by Muhammed Ali?

   b. What issues or questions were raised?

   c. What was the court's decision? What was the basis of the decision?

   d. Do you agree with the decision? Explain.

8. Introduce students to the concept of freedom of assembly and petition by having students in small groups decide if the principal can take you to court or punish you for doing the following:

   a. Organizing a peaceful demonstration in front of the office, calling the tv studios and telling them what you think is wrong with the school.

   b. Holding a demonstration in the middle of the schools grounds during lunch recess with much yelling and shouting.

   c. Holding a demonstration in the middle of a classroom during class time with much yelling and shouting.

   d. Organizing a petition to the Department of Education to remove the principal.

   e. Holding a meeting to bomb the school.

   After the groups share their decisions with the class, ask the groups to show the criteria they used to make their decisions. Chart their answers on the board.

   e.g.

OK to assemble if	Not OK to assemble if

   Discuss: As you practice your right to assemble and petition, what responsibility do you have to others?

   Hand out copies of the reading "Edwards v. South Carolina (1963)" located on p.100. The following can serve as guide questions for discussion:

   a. Was the place of demonstration an appropriate one?

b. Did the demonstrators interfere with the rights of others?

c. Do you think their actions were reasonable forms of protest? Explain.

d. What reasons can you think of to explain why the police arrested the demonstrators?

e. How would you decide in this case? Explain.

Have students compare their solutions and opinions with the Supreme Court decision.

> The Supreme Court decided in an 8-1 opinion to reverse the convictions of the marchers. The Court said that their arrests had violated their First Amendment right (applied to the states through the 14th Amendment) to "peaceably to assemble, and to petition the government for a redress of grievances."
>
> The majority opinion stated that the convictions were based upon evidence which showed that the opinions expressed were sufficiently opposed to the views of the majority of the community to attract a crowd and to make police protection a necessary precaution.
>
> Some of the justices suggested that the decision might have been different if the demonstrators had stopped traffic, or held the demonstration during hours when the park was normally closed to the public, or even marched with no police present.

Compare the case of the Columbia demonstrators to the Feiner case. What is the difference between these two cases? Do you think that the difference in the Supreme Court decisions is justified?

Culminating Activities

1. Have students draw a series of cartoons or make posters illustrating the concept of freedom of expression. The teacher may need to teach the students the elements of a good poster.
2. Have students analyze newspaper articles or television news and programs and point out how the right to free speech benefits citizens.

Feiner v. New York

At about 6 o'clock in the evening on March 8, 1949, Irving Feiner, a university student, set up a wooden stand on a street corner in Syracuse, New York.

He got up on the stand and urged the people passing by to attend a meeting that night at the Syracuse Hotel.

Mr. Feiner also voiced his opinions on other subjects and called the President of the United States a "bum" and the mayor a "champagne-sipping bum."

The crowd that gathered around him included blacks and whites. Mr. Feiner also made some remarks that the police later thought were arousing one group against the other.

At 6:30 p.m. the police received a complaint about the gathering and sent two officers to investigate. The officers saw a crowd of about 75 or 80 people standing on the sidewalk and in the street. Mr. Feiner was addressing them through a loud-speaker.

The officers attempted to move the crowd from the street onto the sidewalk, then mingled with the crowd. People were milling about and seemed to be getting angry. One man told the officers that if they didn't stop Mr. Feiner, he would.

One of the officers asked Mr. Feiner to step down, but he refused. The officers then "told" and finally "commanded" him to step down because he was under arrest. Mr. Feiner was charged with disorderly conduct. He was found guilty and sentenced to 30 days in the county jail.

The conviction was supported by two other New York courts. Mr. Feiner then made an appeal to the Supreme Court of the United States.

Mr. Feiner claimed that, based on the 1st and 14th Amendments, his constitutional right of free speech had been violated. The 1st Amendment says "Congress shall make no law...abridging the freedom of speech." The 14th Amendment says "...nor shall any state deprive any person of life, liberty or property without due process of law." The 14tn Amendment is considered to include and apply the 1st Amendment specifically to state governments.

Adapted from Pearson, Craig and Charles Cutler (ed.), Liberty Under Law. Columbus: American Education Publications, 1963. p. 11.

West Virginia State Board v. Barnette (1943)

To promote a spirit of patriotism in the public schools, the West Virginia State Board of Education adopted a resolution on January 9, 1942, that all teachers and students be required to salute the Flag of the United States. The act also provided that refusal to salute the Flag would be considered an act of insubordination.

Students who were Jehovah's Witnesses objected to reciting the Pledge of Allegiance. According to their religious beliefs, they were not to "bow down" to any graven image. They considered the flag an image and refused to salute it. Instead, they offered a compromise--a pledge of "unqualified allegiance" to God and "respect" for the flag as a symbol of freedom and justice to all.

The school board refused to accept the compromise and the students refused to recite the Pledge of Allegiance. The students were expelled from school and could be readmitted only if they agreed to participate. When the local authorities threatened to send the students to a reform school for juvenile delinquents, the parents went to court. They maintained that a compulsory creed was a denial of their religious freedom. The case eventually came before the Supreme Court.

Adapted from:

Pearson, Craig and Charles Cutler, Liberty Under Law. Columbus: American Education Center, 1963, p. 15.

Ratcliffe, Robert H., Great Cases of the Supreme Court. Boston: Houghton Mifflin Company, 1975, pp. 15-16.

Edwards v. South Carolina (1963)

The protesters' signs read "Down with segregation!" and "You may jail our bodies but not our souls." The 187 Black high school and college students had gathered at a downtown church on March 2, 1961. About noon, they left in small groups to gather at the South Carolina state capitol grounds to protest discrimination against Negroes.

At the capitol grounds, the students were met by officials who told them they could enter the grounds as long as they were peaceful. A crowd of less than 300 people had gathered to watch. The demonstrators and the onlookers were quiet and orderly. There were also 30 police officers at the scene.

The City Manager thought he recognized some "possible troublemakers" among the crowd and discussed the situation with the police. The police then told the demonstrators that they would be arrested if they did not disperse in 15 minutes.

The demonstrators instead sang "The Star Spangled Banner," listened to a speech by one of their leaders and stamped their feet and clapped their hands while they sang "I Shall Not Be Moved."

The students were arrested 15 minutes later on charges of breach of the peace. All were fined and given jail sentences. The students maintained at their trial that their freedom of expression had been denied. The State claimed that the police action was aimed at protecting its citizens against violence. The case was eventually heard by the U.S. Supreme Court.

Sources:

Pearson, Craig and Charles Cutler, Liberty Under Law. Columbus: American Education Publications, 1963, p. 19.

Ratcliffe, Robert H., Great Cases of the Supreme Court. Boston: Houghton Mifflin Company 1975 p. 33.

Lesson III: Criminal Justice

Generalizations

1. The philosophic principles which recognize human dignity and worth have been translated into public law and civic policy in documents, such as the American Bill of Rights.
2. The Bill of Rights safeguards important individual rights, such as the rights to liberty, justice, and equality of opportunity, against the powers of government. The rights of the accused are located in amendments 4-8 and 14.
3. Rights are not absolute and must be balanced against other rights. Rights of the accused must be balanced against rights of society.

Concepts

1. Bill of Rights: The first ten amendments to the Constitution are known as the Bill of Rights. They list important protections for the individual citizen.
2. Justice: The quality of being fair and impartial; the establishment or determination of rights according to the rules of law or equity.

Objectives

1. Identify the basic rights in the Bill of Rights pertaining to justice.
2. Analyze problems of denial of human rights guaranteed by the U.S. Bill of Rights or denial of due process of law.
3. Develop a continually growing philosophy that reflects responsibility to self and others.
4. Describe the role of the courts in the lawmaking process.
5. Identify and describe personal social values that are derived outside of family life and peers.

Introductory Activity

Show the picture of "justice" blindfolded. See p.107 for the picture. Ask students why they think "justice" is pictured blindfolded. Record their responses on chartpaper. Then discuss each response and have the class vote on which response they think is the best answer. Sometime during this activity students should also discuss the meaning of justice. Have students decide either in small groups or as a class, their opinion of the best meaning of justice.

Developmental Activities

1. Introduce students to the rights of the accused by having them decide if the people described in the situations below were fairly or unfairly treated. Discuss students' answers and reasoning.

   Larry was arrested for growing two pakalolo plants in his backyard. His bail was set at $1 million. In order for Larry to be free until his trial, someone had to pay $1 million to make sure that Larry shows up at the trial.

   Mae was arrested ten years ago for killing her husband. She is still in jail awaiting her trial. Of course, if she is tried and found guilty, the years she has already spent in jail would be subtracted from the total sentence.

   Last night the police broke down your front door in a surprise move and searched through your house, cupboard, and drawers for narcotics.

   Mrs. Lee was accused of stealing food from the school cafeteria. She was immediately fired.

   Ella was constantly beaten by the authorities to get the truth out of her.

   Have students write laws to prevent situations they considered unfair.

   Then have students read through amendments 4-8, and 14 and note the amendments that have something to do with the situations.

   Inform students that they will first examine justice in terms of the Constitution. Have students list the rights in the 4th Amendment and then look through other amendments and list every right that an accused person has.

   e.g. 4th Amendment rights. People have a right to:

   a. be secure in their persons, houses, papers, and effects against unreasonable searches and seizures.

   b. etc.

   An accused person has the right to:

   a. a speedy and public trial

   b. etc.

   Have students discuss what they think each means and why they think these are included in the Bill of Rights. Assess students' feelings about the criminal justice system. The following can serve as guide questions:

a. Do you think all of these rights are necessary? Why do you think (name one right) was included in the Bill of Rights?

b. Do you think justice is served under our criminal justice system?

c. Can you suggest a better system?

However the students respond, ask questions to extend their line of thinking so that they see the consequences of their ideas. Encourage students to read the newspapers and to look for related topics.

2. Inform students that police need "probable cause" or a good reason to stop someone and search him or her. Have students suggest some scenarios or situations that would give police probable cause to stop and search someone.

Have students read "A Police Report: The Arrest." See p. 108 for a copy of the reading.

The following can serve as guide questions:

a. Do you think Lt. Smith had probable cause to stop the car?

b. Do you think Gustafson's arrest was legal?

c. Do you think Lt. Smith had the legal right to search Gustafson after he arrested him?

d. Do you think the search was unreasonable?

Have students read "The Trial." See p. 109 for a copy of the reading.

The following can serve as guide questions:

a. Why do you suppose Gustafson's lawyer argued that the police did not have "probable cause" to search the cigarette box? Do you agree with him or the trial judge?

b. Do you think we should give the police the right to search for any evidence, even though it might not be related to the crime the person was arrested for? What might be some good and bad consequences?

Discuss the following Supreme Court decision:

> Justice William Rehnquist, who wrote the majority decision, said that since the arrest was lawful, the search following the arrest must also be lawful. He argues that police have a right to search an arrested person for evidence and that any evidence found can be used against him.
>
> Justice Rehnquist said that Lt. Smith had probable cause to search Gustafson for drugs since he noticed that the car was weaving on the highway, Gustafson's eyes appeared to be "bleary," and he could smell no odor of alcohol.

a. Do you agree with Justice Rehnquist?

b. At 2 a.m., could there be other reasons for Gustafson's weaving and bleary eyes?

Discuss with students the idea that the right to privacy must be balanced with the right of society (police) to investigate crimes. Do you feel one right is more important than the other?

Adapted from Martz, Carl, et al., Living Law, Criminal Justice. New York: Scholastic Book Services, 1978, pp. 76-80.

3. Invite a speaker from the police department to discuss the parameters of reasonable searches and seizures.

4. Ask students to list the steps or the process of the criminal justice system from the time a crime is uncovered until the convict comes out of prison. With each step, have students give reasons why they think that step is included.

Then hand out "Process of Criminal Justice" and compare with students' own chart. See p. 110 for a copy of the reading.

Have students examine the chart to determine the step at which the accused becomes the "criminal." Then ask students at which steps would they want to have a lawyer if they were arrested.

Discuss: Should every accused person have the right to be represented by a lawyer?

Have students read "Gideon v. Wainwright (1963)" located on p. 111.

The following can serve as discussion guidelines:

a. Do you think a lawyer could have helped Gideon? How?

b. Do you think you can have a fair trial without a lawyer?

c. What is a fair trial?

d. Do you agree with Gideon that he did not have a fair trial?

e. Do you think the state should have provided a free lawyer for Gideon?

Compare students' answers with the following Supreme Court decision.

> The Court ruled that Florida should have provided Gideon with a lawyer to help him defend himself. It said that Gideon was accused of a serious crime and that a fair trial would not be possible unless the accused had a lawyer.
>
> Gideon was brought to trial again, this time with a lawyer representing him. Gideon was found innocent. Under cross-examination, the eyewitness who accused Gideon was found to be the guilty party.

5. Ask students if they think a person should have the right to a lawyer at the time he or she is being questioned. Have students examine the question from the viewpoints of the accused and the police.

Have students read "Escobedo v. Illinois (1963)." See a copy of the reading on p. 112.

Discuss the following:

a. Do you think a lawyer could have helped Danny? How?

b. Do you think Danny should have been told his rights before being questioned? Why or why not?

Compare students' answers with the Supreme Court's decision. The Supreme Court ruled by a 5-4 vote that the police had violated Danny's right to counsel. The Court said that Danny should have been allowed to see his lawyer as soon as he was arrested. It said that in many cases the important time for the accused is when he is questioned before his trial.

Discuss the Supreme Court's decision on the Miranda v. Arizona (1966) case. It ruled that Miranda should have been told of his rights to remain silent and to consult a lawyer. The Supreme Court also listed the procedures the police must follow. Have students suggest the rights that police must tell the suspect. Then compare students' answers with the following:

- Before questioning, the police must tell a person that he/she has the right to remain silent, and that anything he/she says may be used as evidence in court.

- Before questioning, the suspect must be told that he/she has the right to a lawyer and that if he/she cannot afford one, the state will provide one. The suspect may have the lawyer present during questioning.

- The suspect has the right to request a lawyer at any time after being taken into custody by the police. He/She can also stop answering questions at any time.

- The suspect may give up these rights. But he/she must do so voluntarily and knowingly.

Discuss:

a. Do you think the Miranda rule is fair to society? to the accused? Why?

b. What responsibility does the decision place on the police?

Sources:

Bassiouni, M. Cherif, et al., Crimes and Justice. Boston: Houghton Mifflin Company, 1969, pp. 45-50.

Martz, Carl, et al., Living Law, Criminal Justice. New York: Scholastic Book Services, 1978, p. 88-91.

6. Ask students if they have the same rights as adults if they were arrested. Should they have the same rights?

   Have students read "In Re Gault (1967)." See p.113 for a copy of the reading.

   Have students suggest the basis upon which Gault appealed his case. (Gault's lawyer said that it was unfair that juveniles did not have the same rights that an adult would have if charged with the same crime. He argued that a juvenile should be told of the charges against him/her, have the right to a lawyer, the right to examine witnesses, and the right to a record of proceedings. Source: Ratcliffe, Robert H., et al., Great Cases of the Supreme Court, Boston: Houghton Mifflin Company, 1975, p. 107.)

   The Supreme Court ruled in Gault's favor.

7. Have students discuss what they should do if they are stopped for questioning and if they are arrested. Ask students if they have the right to resist arrest (no). Then ask students why they think people do not have the right to resist arrest.

8. Discuss current issues dealing with the criminal justice system. Discuss the strengths and weaknesses of the court system. Have students see the costs and benefits of proposals for improving the system.

9. Discuss the role of the judiciary in terms of its lawmaking power, how it changes the interpretation of the law by its decisions.

Culminating Activity

Have students create short skits based on the following topics. Students can enact situations where some citizens' rights are not respected by the police. The audience has to determine which right has been violated.

Topics

search and seizure
right to lawyer during trial
right to lawyer during questioning
arrest
juvenile rights

JK Miyashiro '81
JUSTICE

A Police Report: The Arrest

On January 12, 1969, Lt. Paul Smith of the Eau Gallie, Florida, Police Department was on a routine patrol in an unmarked squad car. At about 2 a.m., he saw a white Cadillac with New York license plates weave across the center line three or four times. He also noticed that two of the passengers looked back and saw him in the squad car. The Cadillac then turned onto a side street.

At this point, Lt. Smith turned on his flashing light and stopped the Cadillac. When the driver of the car got out, Lt. Smith noticed that his eyes were bleary. He could not smell any alcohol, but believed that the driver, James Gustafson, could have been on drugs.

When Lt. Smith asked to see Gustafson's driver's license, he replied that he didn't have it with him. He explained that he was a college student and had left the license in his dormitory. Lt. Smith then arrested Gustafson and took him into custody for driving without a license.

After placing Gustafson under arrest, Lt. Smith searched him for weapons and evidence before putting him into the patrol car.

He patted down Gustafson's clothing, checked the belt, the shirt pockets, and all around the inside of his coat. He found a Benson & Hedges cigarette box with marijuana cigarettes.

Adapted from Martz, Carl, et al, Living Law, Criminal Justice. New York: Scholastic Book Services, 1978, pp. 76-77.

The Trial

James Gustafson went to trial for possessing marijuana. The first charge of driving without a license was dropped when he produced his license.

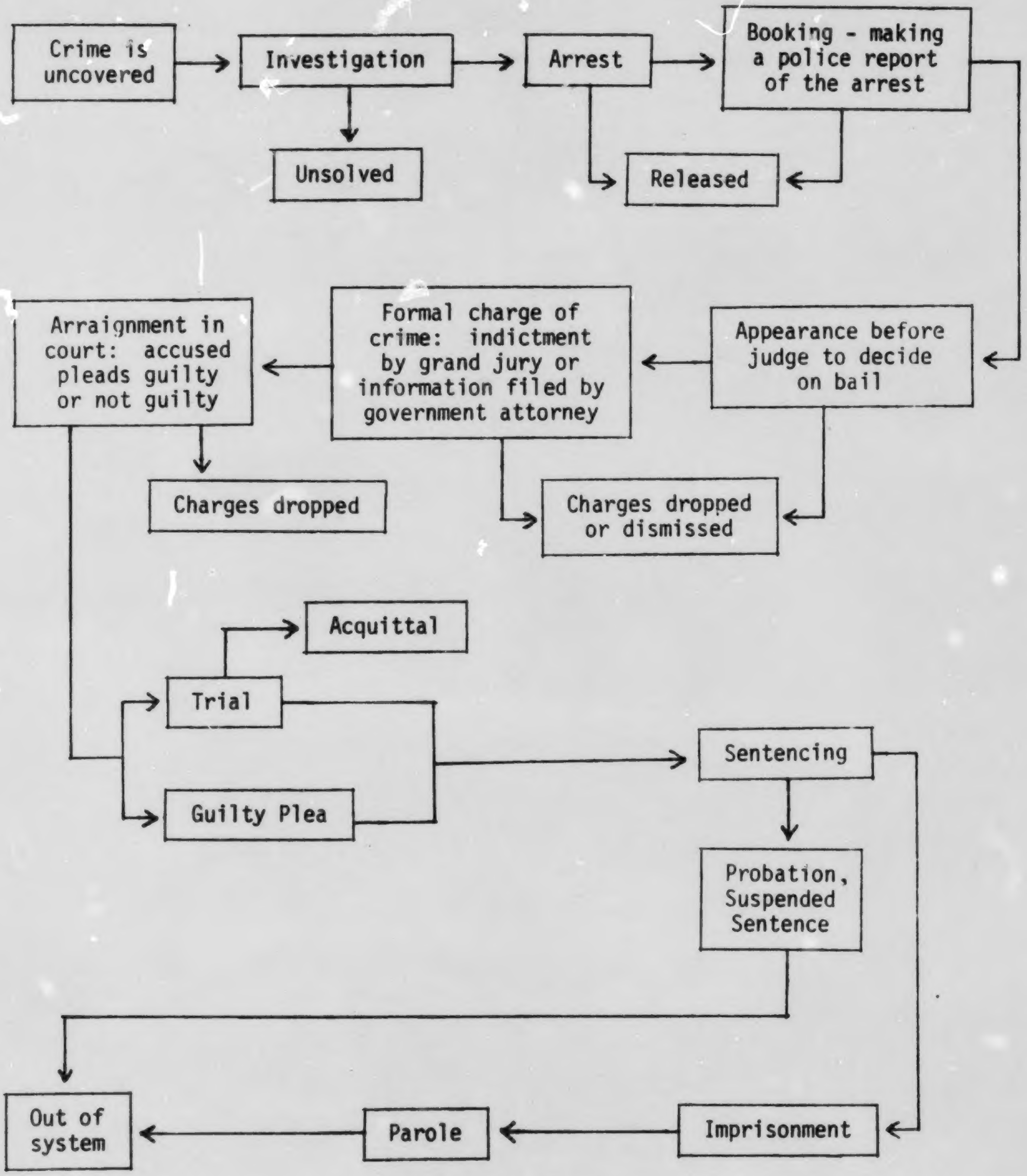
His lawyer admitted that the police had the right to arrest Gustafson for driving without a license and also agreed that the officer had the right to conduct a "pat down" search for weapons. However, the lawyer said, the officer did not have "probable cause" to search the cigarette box. He argued that this was the kind of unreasonable search prohibited by the Fourth Amendment.

The judge ruled that the search was legal and Gustafson was found guilty of illegal possession of marijuana.

Gustafson eventually took his case to the Supreme Court on the basis that his Fourth Amendment rights had been violated.

Adapted from Martz, Carl, et al, Living Law, Criminal Justice. New York: Scholastic Book Services, 1978, p. 77.

Process of Criminal Justice


Crime is uncovered
Investigation
Arrest
Booking - making a police report of the arrest
Unsolved
Released
Arraignment in court: accused pleads guilty or not guilty
Formal charge of crime: indictment by grand jury or information filed by government attorney
Appearance before judge to decide on bail
Charges dropped
Charges dropped or dismissed
Acquittal
Trial
Guilty Plea
Sentencing
Probation, Suspended Sentence
Out of system
Parole
Imprisonment

Adapted from Bassiouni, M. Cherif, et al., Justice in Urban America, Crimes and Justice. Boston: Houghton Mifflin Company, 1969, pp. 38-39.

Gideon v. Wainwright (1963)

Clarence Gideon was arrested in Florida and was accused of breaking into a poolroom. He was out of work and had a long prison record. When he was brought to trial, he asked the judge for a lawyer.

The judge said that he could have a lawyer if he were willing to pay for one. The judge said that the state of Florida provided free lawyers only in murder cases.

Gideon did not have the money to pay for a lawyer and thus became his own lawyer. He told his story to the jury as well as he could. He cross-examined the eyewitness who said he had seen Gideon in the poolroom. The jury found him guilty and he was sentenced to prison.

While in prison he wrote to the Supreme Court asking the Court to review his conviction. He argued that the U.S. Constitution gives everyone accused of a serious crime the right to have a lawyer in court. He also maintained that the state should provide a lawyer if the accused is too poor to hire one. Gideon said that he did not receive due process or a fair trial because he did not have a lawyer.

The State of Florida said that Gideon had a fair trial. Lawyers for the State of Florida said that it is not necessary in non-murder cases to require a lawyer for the accused.

Adapted from Bassiouni, M. Cherif, et al., Crimes and Justice. Boston: Houghton Mifflin Company, 1969, pp. 40-41.

Escobedo v. Illinois (1963)

On January 31, 1960, Chicago police arrested 22 year old Danny Escobedo in connection with the murder of his brother-in-law. Danny refused to talk until he had seen his lawyer.

Danny's lawyer arrived at the police station but was told to wait until the questioning was over. During the questioning, Danny requested several times to see his lawyer. The police said no, not until the questioning was finished.

Finally Danny admitted that he had hired a man named DiGerlando to kill his brother-in-law. Danny claimed that the police had offered him a deal if he would give them evidence against DiGerlando. The police denied that they had offered Danny a deal.

Danny's answers were later used as evidence against him in court. He was not told of his rights.

Danny was found guilty of murder. Danny's lawyer appealed the decision to the U.S. Supreme Court on the basis that Danny should have been allowed to see his lawyer before the police questioned him.

Adapted from Martz, Carl, et al., Living Law, Criminal Justice. New York: Scholastic Book Services, p. 88.

In Re Gault (1967)

Gerald Gault was accused of making an obscene phone call to Mrs. Cook, a neighbor. Because Gerald was only 15, he was taken to a detention center for juveniles. No notice was sent to his parents.

His case went to juvenile court and at the hearing, Gerald was not told that he could have a lawyer. No witnesses were called to the hearing and no records were kept. He was not informed of the charges against him.

Under questioning by the judge, Gerald admitted that he dialed Mrs. Cook's number, but then had handed the telephone to his friend.

The judge found Gerald to be delinquent and ordered him committed to the reformatory until age 21. An adult convicted of the same crime could get the penalty of a fine of $5 to $50 or imprisonment for not more than 30 days.

Gault appealed his case to the Supreme Court.

Adapted from Martz, Carl, et al., Living Law, Criminal Justice. New York: Scholastic Book Services, 1978, pp. 151-152.

LESSON IV: CIVIL JUSTICE

Generalizations

1. Civil law, such as consumer law, liability law, and family law, evolved in our government to resolve or deal with problems encountered by individuals and groups in society.

2. Consumer law is designed to provide a remedy if consumers are confronted with a problem they cannot solve. However, the consumers' knowledge about the products or services they are buying and knowledge about their rights as consumers may be the best ways to avoid problems.

3. Liability laws are designed to provide a remedy if an individual is injured or his or her property is damaged. The laws also recognize that people have a responsibility to each other and to another's property.

4. Family laws are generally made at the state level. They regulate many important aspects of the family, such as marriage, divorce, the rights and duties of parents and children, and inheritance. Changes in family law reflect the way society has come to view the family.

5. Laws can help to resolve conflict and also be the course of conflict.

Concepts

1. Civil Law: Laws concerned with the private rights of individuals or groups of individuals

2. Consumer Law: Laws that protect buyers

3. Tort: Any wrong, injury, or damage not involving breach of contract

4. Family law: Laws concerned with the relationships within the family; "family" applies to any group of people related to one another by blood, marriage, or adoption

Objectives

1. Describe some of the reasons for consumer protection laws.

2. Identify and explain the rights of consumers.

3. Identify and explain some consumers' and sellers' responsibilities.

4. Explain the standard of the "reasonable person" and demonstrate an understanding by applying the standard to cases.

5. Identify situations in which individuals might be held liable for their negligence.

6. Identify responsibilities of the individual in preventing negligence.

7. Identify legal rights and responsibilities of parents and children and legal procedures that can be taken when family members fail to meet their responsibilities.

8. Analyze and evaluate conflicts involving civil law.

9. Develop a continually growing philosophy that reflects responsibility to self and others.

10. Explain why American social values change.

Introductory Activity

Introduce students to this lesson by showing them a picture of an individual involved in a problem situation with another individual.

Ask the class for their ideas about the problem. Extend students' thinking by asking them what kinds of problems people have with other people. List all students' responses on the board. Ask students if there are laws dealing with the problems listed.

Tell students the difference between civil law and criminal law. Criminal laws regulate public conduct of people. A criminal case is a legal action by the government against a person charged with committing a crime. Civil laws regulate relations between individuals or groups of individuals. A civil lawsuit can be brought when one person feels wronged or injured by another person.

Have students look over their list of problems and indicate whether they think the problems are criminal or civil cases.

Or have students read pp. 50-51 in Martz, Carl and Rebecca Novelli, Living Law, Criminal Justice and do the exercise titled "Is it a civil law or a criminal law?" on p. 51.

Developmental Activities: Consumer Law

1. Review students' concept(s) of "justice." List students' ideas on the board. Then hand out copies of "What is Justice?" located on pp. 124-125. Discuss students' answers and their explanations and reasons. Then check the answers on p. 126.

   Discuss:

   a. Do we need laws to protect the consumers?

b. In what ways do the laws protect consumers?

c. Do consumers have a responsibility to themselves?

2. Ask students to share any problems they have had with salesclerks or with goods bought. Discuss how they resolved the problems and how they could have resolved the problems.

Then present the following situation:

> Responding to an advertisement in the newspaper, Mark persuaded his parents to drive him from their home in Kula to Lahaina, which is very far from Kula, to buy an Atari computer video system from a store in Lahaina. The system includes one game cartridge. Mark was very anxious to see how the set worked and immediately upon returning home, connected the Atari to the television. Everything was set and he carefully inserted the cartridge into the Atari but all he got was a series of zig-zag lines. He checked and rechecked the connections and still got only crooked lines.

The following can serve as guide questions:

a. Was there anything Mark could have done differently at the store or before he went to the store?

b. What steps should Mark take after discovering that his cartridge or set doesn't work?

c. What can Mark do if the store refuses to exchange his set or cartridge for one that works?

Have students read "Protecting Yourself as Consumer," Chapter 4 of Living Law, Civil Justice or other sources about how consumers can protect themselves before and after making purchases.

3. Have students role-play the meeting between Mark and the store manager. Different groups of students may role-play various ways, good and bad, of solving the problem. Have the audience analyze the role-plays for their effectiveness or ineffectiveness in solving the problem.

4. Show samples of advertisements to the class and analyze how they are attempting to persuade consumers to buy their products.

In small groups have students "create" a product and plan an advertising campaign to promote and sell this product. Have the groups present or role-play their advertising to the class. Have the audience analyze the techniques used to get the people to buy their products.

Have students read about different techniques in advertising. The following sources include a chapter on advertising:

Berger, Robert and Joseph Teplin, Justice in Urban America, Law and the Consumer, pp. 10-26.

McKay, Susan, Living Law, Civil Justice, pp. 19-35.

5. Have students illustrate some of the frauds, quackeries, and deceptions they have learned about and show the preventive measures that can be taken.

6. Set up a bulletin board display titled "There Ought to Be a Law..." Encourage students to contribute their solutions to some consumer problems. Invite students to display their ideas on the board.

   Critically look at the ideas and discuss the merits of each. Then have students decide on the "next step" that they would be willing to do, e.g., write letters to the editors of the newspaper, etc.

7. Have students create attractive mini-bulletin board displays focusing on consumer rights and responsibilities. Supply students with a variety of sources or work with the librarian to assist the students in locating references.

   Show Agency for Instructional Television's video lesson, "Consumer Protection (Rights and Responsibilities)" from the series "Give & Take."

Culminating Activity: Consumer Law

Have students role-play a trial in a Small Claims Court. Small Claims Court hears cases that involve a maximum of $1,000.

The procedure is usually very simple. See the handout "Small Claims Court Case" on p. 127.

Students may role-play a Small Claims Court Case based on the situations described in McKay, Susan, Living Law, Civil Justice, p. 56. Select three students to act as a composite judge.

Or have students role-play a case based on the following situation:

> Robert Wang and his girlfriend went early in the morning to a garage sale and bought a ten-speed bike for a reasonable price. Robert decided to ride the bike the few blocks to his home. Robert was very happy with the bike. His girlfriend, Darlene also wanted to try out the bicycle. However, the gears did not work properly. So Robert and Darlene took the bicycle back to the original owner, Mr. Chun, and asked for their money back. Mr. Chun refused to return the money. He said that Robert must have caused the damage himself. Robert files a suit in Small Claims Court.

After the students finish the role play discuss the following questions:

a. Do you think the decision reached was fair to the plaintiff? to the defendant? Why?

b. Do you agree or disagree with the judge's reasoning in making the decision?

Developmental Activities: Damages and Injuries

1. Introduce students to the concept of tort (a case where one person feels he or she has been harmed by another) by asking students to suggest situations where one person sues another for damage to property or injury to a person.

   e.g. The hairdresser forgot to put a certain solution on the lady's hair. Later, the lady's hair all fell out.

   Ken and Harold were playing with slingshots and were slinging stones at each other. Ken's stone accidentally struck Harold in the eye. He lost all sight in that eye.

   Discuss with students:

   a. If the above cases went to court, who should win?

   b. Should people be held responsible for damages caused by accident? Why?

   Explain to students that in tort cases, the plaintiff (wronged party) sues the defendant to recover "damages"--a sum of money to make up for the harm done. The damages may be for emotional and mental harm as well as for injury to the body.

2. Have students keep a record of any situation that can possibly lead to a tort. Ask students to write brief descriptions of the situations and explain how the situations could involve a tort.

Situation	Possible Tort
1. Jill and Stan were angrily arguing with each other.	1. If they got into a fist fight and harmed each other.

   After about one week of observation, ask students to discuss what they saw and if they think steps could have been taken to make sure that tort would not be involved.

   Ask students to examine their own behavior and note the situations that could lead to a tort.

3. Discuss the concept of negligence. The plaintiff must prove that the defendant was negligent by showing all of the following:

   a. The defendant took an action (or failed to take action).

   b. The defendant has a duty to others to use care.

c. The defendant did not use proper care.

d. The plaintiff suffered injury or damage.

e. The defendant's action (or inaction) caused those damages.

Have students read about accidents and negligence in McKay, Susan, Living Law, Civil Justice, pp. 127-135, or in other sources.

In making decisions the courts used the standard of the "reasonable person." For example, did the defendant do what a "reasonable person" would have done under similar circumstances? The "reasonable person" is defined as someone with average intelligence and capabilities.

Everyday people find themselves in situations where choices must be made. Sometimes the consequences of the decision lead to a lawsuit.

Have students do the exercise "Is It Reasonable?" See p.128 for a copy of the handout.

Students may do the exercise individually or in small groups. Discuss student answers.

The situations were based on real cases. Hand out copies of "Was It Negligence?" located on p.129. Ask students to make a decision in each case. Discuss students' answers and compare them with the actual results described below.

Case 1, Brown v. Kendall. The court ruled in favor of Kendall on the grounds that he was engaged in a lawful act in which he unintentionally injured Brown.

Case 2, Cordas v. Peerless Transportation. The court dismissed the complaint on the grounds that less care can be expected of the reasonable person when his or her life is in danger.

Case 3, Lubitz v. Wells. The court ruled in favor of Wells on the grounds that a golf club itself is not dangerous and that such an injury was not a probability. There must be probability of injury to someone for a reasonable person to take action.

4. Ask students if they think the standard of "reasonable person" should also apply to minors or if they think minors are not capable of thinking in terms of forseeing future injuries.

   After a discussion of students' thinking, inform them that minor children are usually held to the standard of behavior of a reasonable child of similar age and experience.

   Have students create their own situations and discuss what they think the outcome should be.

   Or read pp. 138-145 in McKay, Susan, Living Law, Civil Justice.

5. Ask students if they think the standard of "reasonable person" should also apply to pets who cause injury to people. Discuss students' answers. Then inform them that in many communities people can be held strictly liable for damages caused by their pets. Ask students what their responsibilities are if they are pet owners.

Culminating Activity: Damages and Injuries

Have students check the newspapers for articles involving tort. Discuss the situations using the criteria for negligence listed on pp. 118-119. In strict liability cases, items b and c do not apply. Or have students role-play the situations and have the audience discuss whether any party was negligent.

For further study of other kinds of negligence, see McKay, Susan, Living Law, Civil Justice, pp. 125-171.

Developmental Activities: Family Law

1. Display pictures of groups, family and non-family, on the bulletin board. Ask students to examine the pictures and determine which pictures show a family. Discuss the following:

   a. What pictures show a family? What is a family?

   b. Do you think there are laws that deal with the family?

   c. What areas of family life do you think are regulated? (marriage, divorce, abortion, child support, etc.) Why?

   Have students read "Loving v. Virginia" on p.130. The following can serve as guide questions:

   a. If you were a Supreme Court judge, how would you decide this case? Why?

   b. How is the right to marry regulated? (age limits under which no one may marry, age limits under which parental permission is necessary, blood test, obtaining marriage license, etc.) Why do you think the state sets marriage requirements?

   Have students gather information about the historical role of the wife and how the status of women have changed through the years.

   See McKay, Susan, Living Law, Civil Justice. New York: Scholastic Book Services, 1978, pp. 179-181.

2. Have students discuss the following in small groups:

   a. If you get married, what agreements would you like to make with your spouse?

b. Do any of the agreements involve the law?

c. What determines whether the agreements will or will not work? (the couple's willingness to give and take; etc.)

Have the groups share their responses and list them on the board. If students do not bring it up in the discussion, inform students that the law is involved when one person seeks legal enforcement of the agreement.

Ask students to look over the list and decide which ones they think should be legally binding. Why?

3. Have students list the problems that many married couples encounter. Are there avenues for seeking help other than turning to the law? Should the law be involved? At which point?

   Point out to students that every effort should be made to work out the problems together or with the aid of a third party.

   Have students look in the yellow pages of the telephone book to locate agencies which help families with problems. Discuss: How can these agencies help families?

4. Discuss with students:

   a. Why do people get divorced? List student answers on the board.

   b. Why do you suppose divorces are regulated by law?

   c. What are the objectives or purposes of the law in divorces? (fair settlement of property, rights to see children, etc.)

   Students may read in references about laws dealing with divorce. Or read McKay, Susan, Living Law, Civil Justice. New York: Scholastic Book Services, 1958, pp. 185-191.

   Have students trace how the laws have changed through the years. (More and more fathers are being given custody of their children, alimony for husbands instead of only for wives, etc.) Explain how society's values change.

   Discuss:

   a. The divorced parent who fails to pay child support as ordered by the court can be jailed. Why do you think this is so?

   b. Fathers are almost always expected to pay child support for children who are not in their custody. Mothers are generally not expected to pay. Why do you think this is so? Do you think this is a fair arrangement? Why?

5. In small groups have students list parents' responsibilities and the things, material and abstract, that their parents provide for them.

Discuss:

a. Are these regulated by law? If parents refuse to provide for any item on the list, can they be taken to court?

b. Why do you think some responsibilities are regulated by law? What interest does the state have in making sure that parents carry out their obligations to their children?

c. How does the state help parents who have difficulty in meeting their responsibilities to their family? (welfare) Are there better ways of helping?

6. Ask students to read the newspapers to find articles about a family's involvement with the law. Create a "Family Law..." bulletin board and have students contribute news articles, cartoons, etc.

7. In small groups have students plan a role-play situation showing a problem between parent(s) and a teenage son or daughter. Ask students to include the "punishment" meted out by the parent(s). Have students role-play the problem and discuss the pertinent questions after each. The following may serve as guidelines:

   a. What was the responsibility of the parent(s)? the son or daughter?

   b. Do you think the punishment was fair?

   c. Can the law become involved in the problem?

8. Show pictures of children or teenagers working at chores at home. Discuss the following:

   a. How many of you have chores to do at home?

   b. Do you do it willingly? Do you think you should be doing these chores?

   c. Do children have a responsibility to the family and parents (beyond doing chores)?

   In small groups have students list children's responsibilities to their parents. Ask students to create situations which involve the law when children do not act responsibly. Discuss: Why is the law involved? Should it be involved?

9. Do the following word association exercise with students. Write the word "school" on the board and have students suggest words that come to their minds. Ask students for other words that deal with school.

   Discuss:

   a. Do children have a responsibility to attend school (or get an education)?

   b. What are the benefits of schooling or education to the individual, family, state, nation, world?

Have students write a short paragraph in response to the following question: Would you attend school if the compulsory education law was declared unconstitutional? Would you send your children to school?

Examine the school's disciplinary procedures. What is the purpose of the procedures? Do schools have a responsibility to the children? How are these carried out?

Culminating Activity: Family Law

Have students write a short paper on a problem involving the family. Students should describe the problem, the causes of the problem, how the problem can be alleviated, the role of the law and the students' opinions.

Topics may include issues, such as, "Should adopted children have the right to see their natural parents?"

What Is Justice?

1. Problem:

The Yees were looking for land. They wanted to have a house built on it by the time Mr. Yee retired in five years.

A seller showed them some undeveloped land. It was divided into lots. The lots were being sold to different owners. The owners would share certain services. For the price of a lot, each owner would also get paved streets, electricity, water, and sewers. And owners would share tennis courts, a swimming pool, a golf course, and a lake beach.

The Yees bought a lot and paid on it for five years. But when Mr. Yee retired, none of the services the seller had promised had been installed. The Yees talked to the seller. But all the seller said was, "Be patient."

The Yees didn't want to be patient. They went to court instead. They said the seller broke the contract. They wanted their money back.

Should the Yees win?

2. Problem:

Daryl Ane had been shopping for about an hour in the crowded store. Suddenly she tripped on a loop of rope lying on the floor. The rope had been put there by store workers who were moving a display. Daryl fell on her face. A store worker drove her home.

At first, Daryl seemed fine. But after a few days, her cheeks began to tingle. Over the next two months, Daryl noticed other strange symptoms. She felt dizzy. Things began to look blurry to her. She had trouble walking. Eight months after her fall, Daryl found out that she had multiple sclerosis. Multiple sclerosis is a nerve disease. Often its victims cannot control their movements. Sometimes they cannot move parts of their bodies at all.

Daryl sued the store for $250,000. She said that tripping on the rope caused her fall and her illness. Store officials disagreed. "Daryl was not watching where she was going," they said. And anyway, they added, the fall had nothing to do with Daryl's getting multiple sclerosis.

Who should win this lawsuit?

3. Problem:

Who should get the life insurance money, Wife #1 or Wife #2?

Mark married Wife #1 after he got out of college. He went to work for a big oil company. The company gave him health insurance, a profit-sharing plan, and life insurance.

Seven years later, Mark and Wife #1 got divorced. As part of the settlement, Wife #1 gave up "all rights to Mark's property," the divorce papers said.

A year later, Mark married Wife #2. He made sure his new wife was covered by his health insurance. He put her name on the profit-sharing plan. But he forgot to name her as the beneficiary of his life insurance policy. Wife #1's name was on it.

Mark was killed in a car accident. The insurance company got ready to pay a $150,000 accidental death benefit to Wife #1, the beneficiary of Mark's life insurance.

Wife #2 sued. "It is a mistake that her name is still on the policy," Wife #2 said. "She gave up her rights to Mark's property. I should get the $150,000." How did the court decide?

4. Problem:

Susan White was very depressed. Her husband talked her into seeing a psychiatrist.

The doctor said that White should be in a hospital. Two days later, White became violent. The doctor ordered the staff to tie her down. When White calmed down, she was released from the ties. Later that day, she killed herself. She put a plastic garbage bag over her head and tied it with the belt from her robe, cutting off her air.

Susan White's husband sued the hospital and the doctor. He asked for $200,000. "They knew my wife was mentally ill. They should have watched her more carefully. They shouldn't have left a plastic bag in her room," he said.

The doctor and the hospital said they were not to blame. Susan White had not said anything about suicide. "We had no reason to watch her 24 hours a day," they said.

Who should win this suit?

What Is Justice?

1. Answer:

Yes. In fact, the Yees got more than their money back. The seller had to give them 10 percent interest on it, too. The seller also had to refund money the Yees had paid for upkeep on their lot--and even pay their lawyer's fees.

2. Answer:

Daryl won. Medical experts at the trial showed that a fall could set off multiple sclerosis. Daryl's records showed that she had never had a bad accident or illness before her fall. The court decided that the fall had caused Daryl's illness. And they said that the store workers had been careless in leaving the rope on the floor. The store paid Daryl $250,000.

3. Answer:

Wife #2 lost the case. Wife #1 got the $150,000. The court said that the divorce papers did not change the beneficiary of Mark's life insurance policy. If he had wanted Wife #2 to be the beneficiary, Mark should have changed the policy.

4. Answer:

The husband won. The court said that the hospital and the doctor were both negligent. Each had to pay $100,000.

Small Claims Court Case

Procedure

1. Court Officer will call the names of all the people who are scheduled for a hearing that morning.
2. Plaintiff tells the judge what happened and produces evidence to verify his or her story.
3. Defendant can cross-examine and ask the plaintiff any questions.
4. Plaintiff can call witnesses (one at a time) who tell the judge what happened. Defendant can cross-examine the witnesses.
5. Defendant gives his or her side.
6. Plaintiff can cross-examine and ask the defendant any questions.
7. Defendant can call witnesses (one at a time) who tell the judge what happened. Plaintiff can cross-examine the witnesses.
8. Each party can present any additional material.
9. Judge gives his or her decision.

Source: Gotta Sue In Small Claims Court! Your Guide to the Small Claims Court. Published by the Hawai'i State Judiciary, 1978, pp. 17-18.

Is It Reasonable?

Directions: Answer the following questions for each of the cases:

1. What do you think you would or would not do?
2. What do you think the reasonable person would do?

Case 1

You are walking your dog and meet a young teenager walking a dog. Suddenly, the two dogs lunge at each other and begin to fight. You want to stop the fight, so you look around for something that can help you to separate the dogs. You see a stick lying on the ground.

Case 2

You are a taxi driver who is cruising the street for passengers when a man jumps into your car, waves a gun in your face, and tells you to drive on. You're feeling very frightened and feel that he may kill you if you don't get away from him.

Case 3

You are in one corner of your backyard practicing your putting. Your younger brother and his friend are playing in the center of the yard. You get a phone call and wonder whether to leave your club and ball in the yard or take them into the house. You know that you'll only be on the phone for a few minutes.

Was It Negligence?

Case 1: Brown v. Kendall

Mr. Brown's and Mr. Kendall's dogs were fighting. Mr. Kendall picked up a stick and swung the stick at the dogs. Mr. Brown happened to be standing close behind him and was struck in the eye. He sued Mr. Kendall for negligence.

Case 2: Cordas v. Peerles Transportation Co.

Mr. Cordas had just robbed a store and jumped into a taxi and ordered the driver to drive on. The driver did as he was told. Then he suddenly slammed on the brakes and jumped out. The car kept going and stopped after going over the curb. Cordas was injured and sued the taxi company, Peerless Transportation Co., for negligence.

Case 3: Lubitz v. Wells

Mr. Wells sometimes practices his golf strokes in his backyard. One day he left his club in the yard and his small son attempted to hit a rock with the club. As he swung he accidentally hit the neighbor's child in the jaw. The neighbor sued Mr. Wells for negligence.

Adapted from McKay, Susan, Living Law, Civil Justice. New York: Scholastic Book Services, 1978, pp. 136-137.

Loving v. Virginia

In 1958, Harvey Loving, a white man, and Diana Jeter, a black woman, decided to marry. Both were residents of Virginia which forbade marriage between persons of different races. They went to Washington, D.C. to get married and then returned to Virginia. Upon their return, the Lovings were arrested and charged with violating the law against interracial marriages. They pleaded guilty and were sentenced to one year in prison. However, the judge suspended the sentence on the condition that they leave Virginia and not return for twenty-five years. The Lovings moved to Washington, D.C., but appealed their case arguing that the law against marriages between persons of different races was unconstitutional.

Adapted from Arbetman, Lee P., et al, Street Law, A Course in Practical Law. St. Paul: West Publishing Company, 1980, p. 173.

LESSON V: CIVIL RIGHTS AND EQUAL OPPORTUNIT

Generalizations

1. The equal protection clause of the 14th Amendment extends the guarantees of the Bill of Rights to all citizens of the states.
2. The equal protection clause is particularly important to those citizens of minority ethnic, racial, religious, or other groups who tend to be victims of discrimination.
3. Many minorities, among them the Blacks and women, did not have the rights and opportunities of most white people.
4. The civil rights movement won legal victories for the Black people and inspired other groups of American, such as women, the handicapped, and farm workers to make their own claims for equal treatment.
5. The civil rights movement and legal victories caused the change in attitude of people's feelings and ideas toward the Blacks.
6. It is the responsibility of government, industry, and the individual to ensure that all Americans have equal opportunities to pursue their ways of life.

Concepts

1. Civil rights: The basic rights of an individual; those rights that promise all citizens equal treatment under the law
2. Equal Opportunity: Equality of opportunity in the availability of resources and access to governmental services, regardless of geographical location or status in life

Objectives

1. Trace the development of the concept of equality and analyze the effects of its practice today.
2. Explain the importance of the civil rights movement and the equal protection clause to minority groups.
3. Analyze the American people's change in attitude toward minority groups.
4. Describe the problems confronting minority groups and their efforts to gain equal opportunity today.
5. Analyze the progress made by minority groups and the gap between the present status and the end goal of achieving equal rights and opportunities.

6. Gather data from various sources and organize the data related to a social problem.

7. Develop a continually growing philosophy that reflects responsibility to self and others.

Introductory Activity

Introduce students to this lesson by showing the film, BOUNDARY LINES, available from the Library of Hawaii. This ten minute film is a plea to eliminate the arbitrary boundary lines which divide people from each other, as individuals and as nations. It's presented in stylized animation.

Discuss the individual boundary lines of color, origin, and religion.

Or write the following statement on the blackboard: "The lines that divide people into groups are imaginary lines; these lines exist only in our minds; a line can be anything we want it to be." Then stimulate discussion by asking some of the following questions:

a. What kinds of lines do you think this statement refers to?

b. What kinds of lines do you think exist in our school? community? state? nation?

c. What causes these lines?

d. Do you think the lines have been eliminated? Can they be eliminated? How?

e. What can you do to help eliminate the lines?

Help students to summarize the discussion.

Source: Department of Education, Basic Issues and Problems in the United States, 1972.

Developmental Activities

1. Have the class imagine the general attitude of Southern Whites toward the Negroes during the 19th century. Ask small groups of students to present short scenes portraying this attitude and treatment of the Negro slaves. Students may have to do some background reading in their textbooks.

   Discuss the attitudes that were portrayed. The following questions can serve as guidelines:

   a. Were slaves thought of as people or pieces of property?

   b. If all of you were slave managers' sons and daughters, what would be your opinions about the Negroes? Why would you feel that way?

c. Do you think we have similar attitudes toward other people?

d. How or why do you suppose people's ideas and attitudes changed?

Have students read the "Dred Scott Case" on p. 139. Remind students that the time was three years before the Civil War and that the 13th and 14th Amendments which banned slavery and defined citizenship were not part of the Constitution.

Questions for discussion:

a. Do you think that Scott was a citizen of Missouri? of the United States? Is there a difference?

b. Do you think that Dred Scott's living in a free state or territory should make him free? Explain.

c. If you were a Supreme Court justice, how would you decide this case? Explain.

d. How do you think the judges in 1857 decided?

Have students read about the outcome of the case in their textbooks.

> Seven of the nine justices ruled in favor of Dred Scott's master. They said that Scott was still a slave and six of them agreed that Scott was not a citizen.
>
> Roger Taney, one of the justices, argued that black people were thought of as "beings of an inferior order" and had "no rights which the white man was bound to respect." Taney argued that slaves were property, just as the clothes one wore and the horses one rode were property.

Compare past and present attitudes toward the Negroes.

2. Tell students that in the late 1800's, Louisiana had a law which segregated the Blacks and Whites on the train. Have the students imagine that they are White train conductors in Louisiana in 1896 and ask how they would probably have reacted if a man of mixed White and Black ancestry sat down in a car reserved for the Whites.

Ask the following questions to stimulate discussion:

a. Would you allow him to remain or ask him to move to a car reserved for the Negroes? Explain.

b. If he refused to move, would you have him arrested?

c. Would it make a difference if he were rich? poor? elderly?

d. Would it make a difference if the passenger were a woman?

Inform students that Homer A. Plessy, of mixed White and Black ancestry, was arrested for refusing to move from a car reserved for Whites. He appealed his case to the Supreme Court and claimed that the state law had denied him "equal protection of the laws" under the 14th Amendment. He felt that the state had no right to force separation of the races.

Have students discuss the probable outcome of the case and compare the following minority and majority opinions of the case.

> "If the two races are to meet on terms of social equality, it must be the result of . . . a mutual appreciation of each other's merits and a voluntary consent of individuals."

Majority Court Opinion,
Plessy vs. Ferguson by
Justice Brown, 1898

> "The destinies of the two races in this country are indissolubly linked together, and the interests of both require that the common government of all shall not permit the seeds of race hate to be planted under the sanction of law. Our Constitution is color-blind and neither knows nor tolerates classes among citizens."

Minority of one in Plessy
vs. Ferguson by Justice
John Marshall Harlan, 1898

The court said that as long as the facilities were equal, they could be separate.

Discuss:

a. Do you think facilities were, in fact, separate and equal? Explain.

b. How do you think these laws affected the Negroes?

Have students read about the Jim Crow laws. Ask students to recall the changes in the status of the Negro from the Civil War period. Have students suggest how or why the changes occurred.

3. Ask students if Hawai'i has any segregated schools, reserved for students of a particular ethnic background or religion.

Discuss the purpose of Kamehameha Schools (to give Hawaiian children a "good" education) and compare it with the purpose of segregated schools in the South.

Present the case of "Brown v. Board of Education (1954)" on p. 140. Discuss the following questions:

a. Do you think that having forced segregation implies that the Negro is inferior? Explain.

b. How do you suppose the U.S. Supreme Court decided?

c. How would you have ruled in this case? Explain.

In 1954, all nine justices on the Supreme Court agreed that segregated schools were unconstitutional.

Compare students' reasons with the following opinion:

> "To separate (Negro children) from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone."
>
> Chief Justice Warren,
> Brown v. Board of Education,
> 1954

Discuss: What do you suppose brought on these changes?

4. Introduce students to this lesson by discussing the following:

a. Do you suppose situations got immediately better for the Blacks?

b. If Homer Plessy sat down in a railroad car reserved for Whites in 1954, do you think he would have been arrested? If his case were taken to the Supreme Court of 1956, do you think he would have won or lost? Review the Court's decision on the Brown case.

Have students read the case of Rosa Parks in their textbooks or in the following book:

Cuban, Larry and Michael S. Werthman, People and the City, Struggle for Change, pp. 24-25.

Rosa Parks was a black woman who was arrested in Montgomery, Alabama in 1955 for refusing to give up her seat to a white person.

Montgomery had a law that Blacks had to sit in the back rows of the bus and Rosa Parks had sat down in one of the seats reserved for Whites.

The case came before the Supreme Court in 1956 and the Supreme Court banned segregation on public transit vehicles.

Have students read about the effect of Rosa Park's arrest on the civil rights movement and Martin Luther King's fight to secure civil rights for the Blacks.

Discuss King's use of the method of nonviolent resistance. The following questions can serve as discussion guidelines.

a. Is it ever okay to break laws? Explain.

b. Does a person who breaks an unjust law have responsibility? To whom?

c. Do you agree with Martin Luther King that an individual who breaks a law that conscience tells him or her is unjust, and who willingly accepts the penalty of imprisonment in order to arouse the conscience of the community over its injustice, is in reality expressing the highest respect for law?

Have students respond to "What if ...?" questions, such as, "What if a person feels that the law which states that students cannot smoke in school is unjust and smokes during recess? Is he or she expressing respect for law?"

5. Write the following on the board and tell students that "We shall overcome" became the theme of the civil rights movement and was sung across the nation during the late 1950's and the 1960's.

   "We shall overcome,
   We shall overcome,
   We shall overcome some day.
   Oh, deep in my heart, I do believe,
   We shall overcome some day."

   Discuss: What did the song mean to the Blacks?

   Have students read about the civil rights movement and the methods of gaining equal rights for the Blacks.

   Have students read "Excerpts from President Johnson's Address" on p. 141 . Compare them with George Fitzhugh's statements on p. 142.

   Discuss:

   a. Have the Blacks "overcome?"

   b. How did they change the system and people's attitudes toward them?

   c. Are there other groups besides the Blacks who are struggling to gain their rights and equal opportunity?

6. Have students do research on minority groups who are fighting to gain equal opportunity. Those may include Hawaiians, American Indians, women, elderly, and the handicapped. Have students formulate key questions that need to be answered in their research. Encourage students to gather data from various sources.

Students may work individually or in groups. Encourage them to share their learning with the rest of the class in imaginative ways, such as skits, campaigns for equal rights and opportunities, television specials, displays which can be shared with the rest of the school, poetry, etc.

7. Have students keep track of relevant news articles in the newspapers and television.

   Students may also keep journals or diaries in which they would record their thoughts and feelings on the content discussed in class or relevant news articles and incidents experienced or observed in the school and community.

   The teacher can periodically collect the journals to read and comment. The entries can serve as an informal assessment of the students' thinking. The journals also serve as an excellent way for the teacher to communicate his or her own thoughts to the students and can open communication between students and teacher.

8. Ask students if they like being in co-ed physical education classes or if they would prefer being in segregated classes. Encourage students to share their feelings.

   Discuss the Title IX Act of 1972 which said that girls have to be treated the same as boys. The teacher may have to give some background about the status of girls and women before 1972.

   The following questions can serve as discussion guidelines:

   a. What changes do you suppose this Act brought for the girls?

   b. In what ways are girls being treated the same as the boys?

   c. Do you suppose this meant that the boys have to be treated the same as the girls?

   d. In what ways are the boys being treated the same as the girls in school?

   e. Does this law give equal opportunity to women? How?

   f. Do you think this is a good law?

   Have students read in their textbooks about equal opportunity for women. Or have them read Linder, Bertram L. and Edwin Selzer, Youth and the Law, pp. 21-24.

   Discuss the gains made and the path yet to go.

   Students may do research on women who were leaders in some way.

Culminating Activity

1. Give the following background to students:

   On August 28, 1963, more than 200,000 people from all over America gathered at the Lincoln Memorial to participate in a march. The march was the beginning of a campaign to put pressure on the American government and the consciences of Americans to get equality for all Americans.

   Dr. Martin Luther King spoke to the huge audience and gave his now famous "I have a dream . . ." speech. In his talk he said that although the Blacks face many difficulties, he still has a dream. His dream was of a nation that will live out the true meaning of the creed: "We hold these truths to be self-evident, that all men are created equal." His dream also included a day when his children will live in a nation where they will not be judged by the color of their skin, but by the content of their character.

   Source: Buggey, L. Joanne, America! America! Glenview, Illinois: Scott, Foresman and Company, 1982, p. 673.

   Discuss the following:

   a. Are all students treated as equals in the schools?

   b. Do students have equal rights and opportunities?

   c. Are certain students discriminated against?

   d. What are we willing to do about it?

   Then have students express their own dreams of the future. This expression can take many forms - written paper, oral presentation, song, dance, photographs, etc.

   Encourage students to share their dreams with the class.

Dred Scott Case

Dred Scott, a slave, had been taken by his master, an Army surgeon, from the slave state of Missouri to the free state of Illinois. Later he had been taken to the free Wisconsin Territory and remained there for five years.

After his owner died, Dred Scott was sold to a man in New York and then brought back to Missouri. Scott then decided to sue the owner for his freedom.

A group of abolitionists (people who wanted to do away with slavery) decided to help Scott. They argued that Scott must have become a free man because he had been taken to a free state and to a free territory. Thus, he was no longer a slave when he returned to Missouri.

This case was eventually taken to the U.S. Supreme Court.

Sources:

Buggey, L. Joanne, et al., America! America! Glenview, Illinois: Scott, Foresman and Company, 1982, p. 366.

Peck, Ira, et al., American Adventures, New York: Scholastic book Services, 1979, p. 246.

Brown vs. Board of Education (1954)

In 1950, Linda Brown was a seven year old black girl who traveled about a mile going to and from school every day. There was a public school for Whites only a few blocks from her home.

One day Mr. Brown decided to have his daughter enrolled at the public school near their home. He was told that the school accepted only white students and was turned away. Mr. Brown decided to sue the Board of Education to force the Board to allow Linda to enroll at the school closer to her home.

The case went to the U.S. Supreme Court. Brown's case was argued by skilled NAACP lawyers. They argued that the all-Black schools were damaging to Black children.

Source:

Peck, Ira, et al., American Adventures, New York: Scholastic Book Services, 1979, p. 609.

Excerpts from President Johnson's Address

"We believe that all men are created equal--yet many are denied equal treatment. We believe that all men have certain unalienable rights--yet many Americans do not enjoy those rights. We believe that all men are entitled to the blessings of liberty--yet millions are being deprived of those blessings, not because of their own failures but because of the color of their skin."

"The reasons are deeply imbedded in history and tradition and the nature of man. We can understand without rancor or hatred how this all happened. But it cannot continue..."

"Our Constitution, the foundation of our Republic forbids it. Morality forbids it. And the law I will sign tonight forbids it."

"The purpose of this law is simple. It does not restrict the freedom of any American so long as he respects the rights of others. It does not give special treatment to any citizen. It does say the only limit to a man's hope for happiness and for the future of his children shall be his own ability."

"It does say that those who are equal before God shall now also be equal in the polling booths, in the classrooms, in the factories, and in hotels and restaurants and movie theaters and other places that provide service to the public."

President Lyndon Johnson, 1964
Address to the Nation on signing
the 1964 Civil Rights Act

Statements by George Fitzhugh

"(The Negro) is but a grown up child, and must be governed as a child... The master occupies towards him the place of parent or guardian."

"...the Negro race is inferior to the white race, and living in their midst, they would be far outstripped or outwitted in the chase of free competition. Gradual but certain extermination would be their fate..."

"...we believe...that men are not born physically, morally or intellectually equal. ...Their natural inequalities beget inequalities of rights. The weak in mind or body requires guidance, support and protection; they must obey and work for those who protect and guide them...Nature has made them slaves; all that law and government can do, is to regulate, modify and mitigate their slavery..."

"Men are not created or born equal, and circumstances, and education, and association, tend to increase and aggravate inequalities among them, from generation to generation. Generally, the rich associate and intermarry with each other, the poor do the same; the ignorant rarely associate with or intermarry with the learned. ..."

"Men are not 'born entitled to equal rights!' It would be far nearer the truth to say, 'that some were born with saddles on their backs, and others booted and spurred to ride them' ...No two men by nature are exactly equal or exactly alike. No institution can prevent the few from acquiring rule and ascendency over the many."

George Fitzhugh of Virginia, 1854
From his source: Sociology for the South
Leopold and Link,
Problems in American History
pp. 320-323

LESSON VI: PARTICIPATION

Generalizations

1. A society based on democratic ideals requires citizens who have the ability to act responsibly and effectively in public affairs.

2. Participation is the essence of democracy. Social participation calls for individual behavior guided by the values of human dignity and rationality, and directed toward the resolution of problems confronting society. Involvement may take the form of political campaigning, community service or improvement, or even responsible demonstrations.

3. Politics play a vital role in history and is one vehicle of participation. People become active in politics for various reasons. Some may get involved in political parties to serve their own selfish interests while others may get involved because they are concerned about the well-being of the state or nation as a whole.

4. The Democratic and the Republican Parties are the two major political parties in America. Although America has had third party movements, they have not gained widespread lasting support.

Concepts

1. Social Participation: Application of knowledge, thinking, and commitment in the social arena

2. Politics: The art of give and take

3. Political Party: Group of people who have joined together to take part in elections with the goal of gaining control of the government

4. Voting: Formal process by which people express their choice about the way government should be run

5. Elections: The way in which people choose their political leaders

6. Citizenship: The relationship between individuals and their government and other individuals and groups in society

7. Decision-making: A process by which people attempt to choose among alternatives, to resolve conflicts among competing interests

Objectives

1. Examine the range of social and political participation open to citizens.

2. Examine the desirability of social participation.

3. Examine the role of political parties in America's history.

4. Describe the historical development of the right to vote.

5. Analyze candidates' stands on issues and programs.

6. Identify ways in which people organize themselves.

7. Describe personal values.

8. Develop a continually growing philosophy that reflects responsibility to self and others.

Introductory Activity

Introduce students to this lesson by focusing the discussion on politics. The following questions can serve as guidelines:

a. How many of you have been involved in politics? How or in what ways did you participate?

b. What do you think the word "politics" means? Can you give some examples? (Accept all student responses and write them on the board.

Or, tell students that the word "politics" has been used in many ways. What do you suppose the speakers meant in the following sentences?

> "They always fix the potholes on Kalani Highway right away, but take weeks to fix the potholes on our street. Must be politics."
>
> "If you think you can do better, get into politics."
>
> "Politics is dirty."

Have students check the definitions of politics in a dictionary and formulate definitions or explanations that everyone in class understands.

Then discuss with students how each is involved with politics in their everyday life - with their family, friends and at school.

Developmental Activities

1. Introduce students to this activity by discussing the idea that the welfare of the community is dependent upon citizens who care about the community and who are willing to get involved and participate in society.

   Then have students do the "Deserted Island Simulation" described below. This simulation involves the students in decision-making and will probably take two class periods.

a. Divide students into groups of not less than five members. The teacher should select members who usually do not interact with one another for each group. Inform students that they will be doing a simulation where they will be placed in a hypothetical situation and will react to the situation in which they find themselves. They will be making decisions, solving problems and getting involved in politics.

b. Set the stage of the simulation by reading the background information. See p. 149 at the end of the lesson for a copy of the reading.

c. Get students into the mood of the simulation with a class discussion of the following: "Your group has been on shore for a few minutes. What is the condition of the members in the group, including yourself? How do you feel after one night on the lifeboat? What do you see, hear, smell?" Encourage students to use their imaginations.

d. Hand out "Deserted Island Assignments" and have each group select a recorder to take notes on the group's decisions. See p. 150 at the end of this lesson for a copy of the assignments.

   Inform students that they should interact with the members of their group and will receive minimum help from the teacher. Give each group five slips of paper which will entitle each group to ask a maximum of five questions.

e. Explain to students that every so often an information bulletin will be sent to the groups informing them of new developments in their situation. Each group must hand in a written response to the new development within ten minutes of receiving the bulletin. A copy of the "Deserted Island Information Bulletins" is located on p. 151.

f. Have students individually evaluate themselves and the group in the simulation. See p. 152 for a copy of the "Individual Reaction Sheet to the Deserted Island Simulation."

g. After students have had a chance to individually evaluate themselves, have a class debriefing on the simulation. Select discussion questions from the reaction sheet. Also ask students if there were any politics going on in the groups.

   Compare and contrast citizen participation in societies such as the one on the deserted island and in our society today. Questions for discussion may include the following:

   1) Can citizens in our society influence the decision-making of the leaders? How?

   2) Should all citizens be allowed to vote on all decisions affecting them? Why or why not?

3) Is citizen participation important? Why or why not?

2. Inform students that many citizens participate by joining political parties. Ask students if they know the names of the major American political parties. Then have them discuss what they already know or think of the parties. Questions for discussion may include the following:

   a. Why do you suppose people form political parties? What are the goals of the parties?

   b. Why do you suppose people join political parties?

   c. Especially during elections, the parties build a public image for themselves that they feel will appeal to many voters. What is the public image of the present main political parties?

   Have students read about political parties in the textbook or in Ball, Grant and Lee J. Rosch, Civics, Fifth Edition, pp. 242-253.

   Some students may research and present a history of the Republican and Democratic parties. The Republicans' ancestors include The Federalist Party and the Whig Party. The Democrats' ancestors include the Anti-Federalist Party and the Democratic-Republican Party.

   Other students may wish to examine third party movements, such as Free Soil, American (Know-Nothings), Prohibition, Socialist, Populist, Progressive (Bull Moose), States' Rights, American Independent, Libertarian.

3. Have students suggest about ten problems or issues that affect them. Categorize the problems/issues under the following headings: School, Community, Nation, World. Some may fit into more than one heading.

   Divide the class into groups of five or six. Have students choose a gubernatorial candidate from their own group and plan a campaign. Have each group decide on the background and qualifications of their candidate and plan a two minute television appearance by the candidate. The announcer for the group can tell the class about the candidate's background and qualifications before the candidate gives his or her talk.

   After the groups make their presentations, have the students vote for one of the candidates. Inform students that they may vote for anyone.

   Ask students to examine why they voted as they did. Stress that there is no right or wrong answer.

   For further discussion:

   a. Who should vote?

   b. How can a person decide if he or she should vote? (The following can serve as guidelines: Is the election outcome important to you? Do you think your vote is important? Are the costs of voting less than the benefits to be gained from voting?)

Have students read in the textbooks or go to the library to find out information about the history of the right and privilege to vote.

4. Bring campaign brochures to class. Have students discuss the various ways that candidates try to influence people to vote for them. How can the responsible citizen decide who to vote for?

   If this is an election year, have students analyze the television advertisements of the candidates to see the techniques used to appeal to the voters. Discuss: What must voters be aware of as they are blitzed with election campaigns?

   Help students to devise a chart or system to evaluate the candidates' viewpoints on issues. The following can serve as an example.

Candidate ________________________________

I. Candidate's Stand on Issues, Programs	Do you Agree	Disagree
1. Crime	________	________
2. Education	________	________
3. etc.	________	________

II. Candidate's Personal Qualities	Yes	No	Don't Know
1. Is the candidate intelligent?	_____	_____	__________
2. Can the candidate communicate clearly and easily?	_____	_____	__________
3. Is the candidate basically honest?	_____	_____	__________
4. etc.			

III. Overall Rating

What is your overall rating of the candidate?

Very Positive	Positive	Negative	Very Negative

5. Ask students if they have been involved in a campaign. Encourage them to share their experiences.

Discuss:

a. What characteristics of a candidate would lead you to support or actively campagin for him or her?

b. What are some ways that students can help in the campaign?

c. Do you think young people can make a difference?

Have students read Cuban, Larry and Michael S. Werthman, People and the City, Struggle for Change, pp. 13-16. This is a young campaigner's account of how the efforts of the young made a difference in the 1968 election.

6. Discuss the important elements of the Electoral College - how the number of electoral votes are determined (each State has electoral votes equal to the number of the State's representatives and senators to Congress), and how the President is elected.

   Ask students if they were running for President, how might this knowledge influence their campaigns?

   Discuss the possibility that someone with fewer popular votes may actually win the Presidency. Students may analyze the 1876 and 1888 elections where candidates who were behind in the popular vote won the Presidency.

Culminating Activity

Have students list problems within the school. After a class discussion of each, ask students to select one problem that the class is willing to take on as a class project. Remind students that the decision-making process is important and encourage students to discuss their ideas before coming to a decision.

Once the decision is made, plan what can be done, what will be done, who will do what, etc. Encourage all to participate.

As a class, evaluate the planning and decision-making processes and the results of the project.

Deserted Island Simulation

Background Information:

You are on a world cruise on the luxury ship "Utopia." Being a person of modest means, you have third class accommodations, yet you are enjoying the cruise immensely, for you have not lost your sense of adventure. You love to meet people and feel that the new experiences will broaden your view of the world.

The ship is cruising through the tropics and since the night is unusually calm, you decide to take a short walk on the deck before retiring. Leaning against the railing on the starboard deck, you see the moonlight shimmering on the waters. Cool winds from the darkness create a mood of inner peace and well-being.

Suddenly, without warning, you are thrown against the railing as you hear the agonizing roar of metal being ripped apart. There is another jolt and this time, you lose your balance and go cascading into the waters below. How many minutes you spend in the salty waters you do not know, but finally you see the faint outline of a lifeboat in the blackness beyond. Fortunately, the water is warm and calm and within minutes you are safely aboard. You notice about 30 others on the boat. As you collect your thoughts, you realize that you have been in a shipwreck.

After a restless night, the warming sun slowly rises in the east and as it illuminates the sea, you notice land to the southeast. Now with the sighting of this island, there is a united effort to make for shore.

The island is ten miles wide and forty miles long. It is a semi-tropical island with an average temperature of 72 degrees. At both ends of the island are two volcanic mountains, one of which is still active. One mountain rises to 1,200 ft. and the other 2,000 ft. above sea level. The higher of the two is active. There is a barrier reef to the south containing a small lagoon. To the north are cliffs that drop four hundred feet. There are two rivers in two very fertile valleys to the south. The sea, plant and animal life on this island is comparable to that found in the Hawaiian Islands prior to the arrival of Captain Cook.

Deserted Island Assignments

Directions: Read each assignment and come to a group agreement on the best answer(s). Record the answer(s) for each assignment.

Assignment 1: Decide who will record the answers for the group. How did you decide?

Assignment 2: You have been on shore for two hours. The time seems to be about 2:00 p.m. You hear various people yelling orders like the following:

> "Check the lifeboat for supplies."
> "Make sure everyone is okay."
> "Collect all the coconuts."
> "Let's get organized."

You notice that small groups of people are beginning to explore the area. Of the four orders listed above, which do you think should be done first? Why?

Assignment 3: One of the big decisions of any group is to select a leader. In choosing a leader, what qualities should the person have? Title this assignment Qualities of a leader.

Assignment 4: Now that you know the desirable qualities of a leader, make a list of qualities that you do not want your leader to have. The list for this assignment should be titled, Undesirable qualities of a leader.

Assignment 5: Now select a leader or leaders for your group. After you have completed selecting your leader(s), decide which powers you are willing and which you are not willing to give to your leader(s). Write down the name(s) of your leader(s) and list powers vested to him/her and those denied to him/her. The two lists will be titled, Vested Powers, and Denied Powers.

Assignment 6: One of the survivors have come ashore with a 25 pound bag of supplies. All of these items can be used for your group's survival. Decide what items are in the bag and make a list with the approximate weights. Your list should be titled Survival Supplies. (No credit if list exceeds 25 pounds)

When you have completed the simulation, the group may disband. Get an evaluation sheet from the teacher and individually evaluate your group as well as your own participation in the simulation.

Deserted Island Information Bulletins

Note to the teacher: Make copies of the following and periodically distribute the bulletins one at a time.

Bulletin One: The island is not deserted as previously thought. Strange footprints have been found on the other side of the island. After further investigation, human bones and a broken spear is discovered nearby. How should the group react to this situation?

Bulletin Two: Food has not been too much of a problem since what is available has been rationed. But this morning, the food supply has been discovered dangerously low and a thief is caught. How should the group react to this situation?

Bulletin Three: A person gathering seaweed was severely cut on a spiny sea urchin, pieces of which seem to be imbedded. The person is bleeding severely.

Bulletin Four: A sunken ship is located in about ten feet of water and a huge chest of gold is found. Out of 30 members, only your small group knows about it. What should you do and why?

Bulletin Five: It has been found that the spring from which you have been getting your water has dried up and the two rivers are semi-polluted with natural contents harmful to people. You also know that there is another spring located in the community of the people who live on the island. What is your group willing to do?

Bulletin Six: An old radio has been found in a cave, probably left by another group that was shipwrecked earlier. Not only is it a two-way radio, but miracle of miracles, it works! Strict instruction had been given to the group members not to touch it until it can be used to get help. However, one member, so overjoyed in the discovery of the radio, sneaks off with it to listen to the news. In the process, the radio is broken. What should the group do?

Individual Reaction Sheet to the Deserted Island Simulation

Name____Period________Date____________________

Evaluation of Group:

1. Were you happy with members in your group and felt they worked well together?
2. What did you like best about your group?
3. What were some of the weaknesses about your group?
4. If you could improve your group without changing any members, what would you do?

Evaluation of Leadership:

1. How did your group decide to organize? How did it choose a leader?
2. Was your group more democratic or autocratic when it came to making decisions?
3. Did the decision-making involve everyone or were there members who were left out? Why?
4. Was your group dominated by one or two members who made all the decisions? Was this done with the consent of the group or did the group allow this to happen? If your group was dominated by a few who made all decisions, why or how did they assume power?

Evaluation of Your Role in the Group: (Personal)

1. Did you at any time want to leave the group? Why?
2. Did you feel you were part of the group and participated in the decision-making? Explain your answer.
3. What made you most happy about the group you were in?
4. From your role in this simulation, would you consider yourself an active or passive member in the group? Why?
5. What was your main frustration as a member of the group? Is it something you could have changed?
6. Do you picture yourself more of a follower or leader now that you have participated in this simulation? Are you more comfortable taking orders or giving it?

Evaluation of Simulation:

1. How would you improve this simulation?

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FILM RESOURCES

Department of Education
Multimedia Services

Symbols:
E-elementary
J-junior high
H-high
C-college
A-adult

THE CONSTITUTION: ORGANIZING A NATION
3502 24 minutes
J-H 1968

Reviews the Constitutional Convention and examines the chief topics of concern: representative government, the Chief Executive, the balance of power, Congress, the Supreme Court and the Bill of Rights.

THE CONSTITUTION: THE COMPROMISE THAT MADE A NATION
6356 27 minutes
J-H-A 1974

Dramatizes the controversy between the large and small states, and the compromise which resolved differences and formed the basis for the framing of the American Constitution.

INVENTING A NATION
6229 S 52 minutes
J-H-A 1972

Discusses the writing of the Constitution and the secret Independence Hall debates involving Hamilton, Hancock, Mason, and Madison which set precedence for modern politics. Visits Monticello and follows the westward surge across the Appalachians.

THE BILL OF RIGHTS OF THE UNITED STATES
0277 20 minutes
E-H 1956

Summarizes the long struggle for personal rights which led to the Bill of Rights. Shows these first ten admendments to be vital safeguards of freedom against the temper of men's minds throughout history.

MAKE MINE FREEDOM
1790 11 minutes
J-H 1950

Dramatizes the benefits we enjoy under our Constitution. Presents the case against police state philosophies, explains frictions which tend to divide us, and stresses need for cooperation among all groups.

THE CONSTITUTION: GUARDIAN OF LIBERTY
3501 19 minutes
E-J 1965

Discusses the United States Constitution. Explains the origins and significance of civil rights and civil liberties.

THE BILL OF RIGHTS IN ACTION - FREEDOM OF SPEECH
4106 21 minutes
H-A 1968

Follows the case of an unpopular speaker who is convicted of disturbing the peace.

FREEDOM TO SPEAK: PEOPLE OF NEW YORK VS. IRVING FEINER
4624 MK 23 minutes
H 1967

Recounts the case of Feiner vs. the People of New York to examine the meaning of the basic rights of freedom as defined in the Bill of Rights. Points out that the Feiner case raises fundamental questions concerning the issues of freedom vs. security, liberty vs. law, right vs. responsibility, liberty vs. license.

FREE PRESS VS. FAIR TRIAL BY JURY - THE SHEPPARD CASE
5132 M 27 minutes
J-H C A 1969

Illustrates how the rights of the press and of the accused to a fair trial by jury were obstructed in the Sheppard case in 1954.

THE BILL OF RIGHTS IN ACTION - FREEDOM OF RELIGION
5651 21 minutes
E-H 1969

Discusses the First Amendment right in the Bill of Rights through a dramatic case where lawyers argue the constitutional issues in a transfusion case in which the life of an unborn child is threatened because of religious beliefs of the parents. The details and arguments are presented, but the film is open-ended.

THE BILL OF RIGHTS IN ACTION - WOMEN'S RIGHTS
6263 22 minutes
H-C-A 1974

Uses the case of a high school girl who wants to compete on the boy's team in order to describe and discuss the issues of sexual discrimination and equal rights for both sexes under the law.

THE BILL OF RIGHTS - STORY OF A TRIAL
3489 22 minutes
E-J 1968

Follows two young men accused of a misdemeanor offense from their arrest through their trial, stressing the importance of due process of law.

THE BILL OF RIGHTS IN ACTION - DUE PROCESS OF LAW
5650 23 minutes
J-H 1971

The Fifth Amendment to the Constitution of the United States says: "No person shall be deprived of life, liberty or property, without due process of law." This is the central issue argued by lawyers in a hearing to reinstate a student who has been summarily suspended after an act of violence during a campus demonstration.

SEARCH AND PRIVACY
4742 22 minutes
H-C-A 1967

Presents realistic, contemporary situations to illustrate the problems surrounding the conflict between efficient law enforcement and the right of the individual to be free from unreasonable searches and invasion of privacy.

THE BILL OF RIGHTS - THE RIGHT TO PRIVACY
5652 23 minutes
E-H 1970

Reveals the importance and complexity of the concept of privacy, showing arrests made by police on the basis of evidence gathered by electronic surveillance leading to a motion to suppress evidence at a pre-trial hearing. Asks viewers to decide the issue.

CHOOSING THE CANDIDATES
5016 16 minutes
J-H 1975

Captures the drama and suspense of many of the great moments in America's political history as it focuses on the conventions that are the first major hurdle on a candidate's road to the White House.

Symbols:
E-elementary
J-junior high
H-high
A-adult

VIDEO RESOURCES

Department of Education
Technical Assistance Center

HAWAII: A CITY - STATE? Hawaii Public Television, 1979. J H A
60:00 mins., Color (8:30)
Explores the functions of the city and the state governments of Hawaii as compared to the mainland form of city and county governments. Cites the advantages and disadvantages if Hawaii would be a city-state operated government. The question is can we save money if we have one overall government? NOT FOR CATV USE.

HAWAII: A CITY - STATE? (Short Version), Hawaii Public Television, 1979.
J H A
6:50 mins., Color
Short version of HAWAII: A CITY - STATE?, without the panel discussion.

MOCK TRIAL. Hawaii Bar Association and Hawaii State DOE, 1978. J H A
56:13 mins., BW
A mock trial (shoplifting charge) is staged to demonstrate court procedures and the role of a jury. Hawaii State Bar Association members act as judge, prosecutor and defense attorney, and students from Kaimuki Intermediate School as defendant, witnesses and jurors. This tape is intended to aid in familiarizing secondary students with the phase of their future duties as citizens.

ROUNDABOUT #1. Television for Youth, Inc., 1976. J H A
28:30 mins., Color (Roundabout)
Robin Mann and three students of the U.H. Law School discuss the students' rights to have a hearing before suspension from the public schools. A visit to the Aloha Stadium with Alex Kaloi, a quarterback of the U.H. football team and musical entertainment by the Aliis.

CONSUMER STING. HEW/Food and Drug Administration, 1979. J H A
9:00 mins., Color
Advice to consumers on wise label-reading for foods, drugs and cosmetics.

SCHOOL ELECTIONS HAWAII. Lt. Governor's Office, 1979. E J H
8:52 mins., Color
This program offers a fascinating experience to the students to witness how a school election is conducted. Serving as a guide, it explains the duties and responsibilities of people involved, such as candidates, voters, and the members of the School Elections Committee. It gives instructions on how to use the ballot punch and how to fill in the ballots.

UNIT IV: SOCIETAL PROBLEMS

Overview

America is faced with many societal problems such as poverty, crime, alienation, and environmental issues. These problems and issues challenge individuals, communities, and government to find feasible solutions and to act on them. This is not an easy task and requires the commitment of all citizens.

Crime is a major problem in America and affects all people. The costs can be measured not only in dollars, but also in lost and damaged lives and human fear and suffering.

Poverty is a major problem in American society today and is also manifested in other problems, such as alienation and crime. It deprives people of their feelings of dignity and self worth.

Alienation is a phenomenon which has accompanied the development of an industrialized America and the growth of urbanization. The essential psychological condition of alienation affects the aged, the young, ethnic minorities, the politically powerless, rural and urban poor, and the handicapped.

Many environmental problems have been caused by overpopulation, industrial growth, misuse of technology, and depletion of natural resources. Responsibility for seeking solutions to environmental problems lies with the individual, as well as the community, industry, and government.

This unit examines some major societal problems that confront Americans today. It explores the causes and effects of these problems on society and examines the role of the individual, community and government in seeking solutions and acting on them. Teachers may select other problems that may be more relevant or appropriate for their students.

INDEX TO STUDENT REFERENCES - UNIT IV

Authors*	Poverty	Crime	Alienation	Environment
Ball	410-412			
Bassiouni, et al		1-35, 65-79		
Bassiouni, Shiel		42-62, 82-102		
Bennett	all			
Bidna				498-502, 546-553, 572-573
Cuban (CES?)				all
Cuban (GA)				all (transportation)
Cuban, Dunlop		all		
Friedson			Unit V	
Glanzrock	339			340-343
Okun	794-798			776-779
Pauline				480-482
Peck				669-672, 687-689
Shapiro			178-181	

*Complete bibliographical information at the end of the unit.

UNIT IV: SOCIETAL PROBLEMS

Key Questions

1. What are some major problems confronting American society? What are the causes? the effects?
2. Are there solutions to these problems?
3. What can the individual, community and government do to alleviate the problems?

Generalizations

1. America and its citizens face many societal problems. Responsibility for seeking solutions to these problems and acting on them lies with the individual, as well as the community, industry and government.
2. Poverty is one of the underlying causes of societal problems in America. It is manifested in other problems, such as crime and alienation, and deprives people of their feelings of dignity and self worth.
3. Crime affects all people. The costs can be measured not only in dollars, but also in lost and damaged lives and human fear and suffering.
4. Alienation is a phenomenon which has accompanied the development of an industrial society. It is a sense of isolation, powerlessness, depersonalization and hopelessness.
5. The essential psychological condition of alienation affects people who are aged, young, politically powerless, poor, handicapped, and those who belong to ethnic minorities.
6. The mid-20th century brought new forms of environmental problems. Many of these problems have been caused by overpopulation, industrial growth, misuse of technology, and depletion of natural resources.
7. All aspects of the environment are interrelated.
8. People are part of a world community; thus their attitudes and values should reflect this orientation.

Concepts

1. Poverty: Needy circumstances
2. Welfare: Aid to the needy
3. Crime: Something one does or fails to do in violation of a law; behavior for which the state has set a penalty

4. Cost: Loss or penalty incurred in gaining something
5. Responsibility: Duty, obligation
6. Alienation: A sense of isolation, powerlessness, depersonalization and hopelessness
7. Empathy: The capacity for identifying with another's feelings or ideas
8. Self-Concept: Image of oneself
9. Environment: Everything that surrounds us, including the visual, aural, aesthetic, psychological and physical surroundings
10. Interrelationship: Mutual relationship, interconnection
11. Conservation: Wise use of resources, protection from loss, waste, etc.
12. Global Perspective: Awareness of one's role in global affairs and of global interdependence of peoples and countries.

Objectives

1. Describe and explain the causes of social problems, such as poverty, crime, alienation, environmental problems, and their effects on society.
2. Propose alternative solutions to some societal problems.
3. Describe and explain the responsibilities of citizens, communities, and governments in seeking solutions to societal problems.

4. Analyze major societal problems and issues as they affect and are affected by humans.
5. Describe and explain the interrelationships between humans and their environment, immediate and global.
6. Identify the key questions that need to be answered in resolving a social problem.
7. State a hypothesis about the cause of a social problem.
8. Gather data from various sources and organize the data related to a social problem.
9. Distinguish between relevant and irrelevant data when gathering information for solving a social problem.
10. Distinguish statements of fact from opinion when reviewing data related to a social problem.

11. Organize, analyze and interpret social science information from many sources in solving a social problem.
12. Develop a continually growing philosophy that reflects responsibility to self and others.
13. Acknowledge the worth of the individual.
14. Demonstrate compassion for others.

LESSON I: POVERTY

Generalizations

1. Poverty is one of the underlying causes of societal problems in America.
2. Poverty deprives people of their feelings of dignity and self worth.
3. Poverty is manifested in other problems, such as alienation and crime.
4. An individual's values are influenced by his or her economic and social environment.

Concepts

1. Poverty: Needy circumstances
2. Welfare: Aid to the needy

Objectives

1. Describe and explain the causes and effects of poverty.
2. Describe and explain the impact of the economic and social environment on one's values.
3. Distinguish statements of fact from opinion when reviewing data related to a social problem.
4. Distinguish between relevant and irrelevant data when gathering information for solving a social problem.
5. Identify the key questions that need to be answered in resolving a social problem.
6. Organize, analyze and interpret social science information from many sources in solving a social problem.
7. State a hypothesis about the cause of a social problem.

Introductory Activity

Introduce students to this lesson by having them do the word association exercise. Write "poverty" on the board or chart paper and have students suggest synonyms and words that come to their minds. Write all of their responses.

Ask students to check with dictionaries for additional definitions or synonyms of poverty. Discuss with students the many meanings of poverty and the difference between spiritual and economic poverty. Or have students read Bennet, Robert and Thomas Newman, Justice in Urban America, Poverty and Welfare, p. 2.

Have students make lists of identifying statements to describe persons who are spiritually poor and persons who are economically poor. Have students compare their lists to see if there are similarities and differences. Discuss students' conceptions of poverty.

Developmental Activities

1. In small groups have students hypothesize why there is poverty in America or in Hawai'i. Have each group present its reasons to the class. Ask students to note similarities and differences among the groups' reports.

   Have students gather information on the causes of poverty or read Bennet, Robert and Thomas Newman, Justice in Urban America, Poverty and Welfare, pp. 10-17.

   Have students write short scenarios, individually or in small groups, of the impact of poverty on a child's attitudes and life experiences as she or he grows into adulthood and old age. Encourage students to share their stories with the class.

2. Discuss with students:

   a. To some extent we can prepare ourselves to meet future emergencies. What can you do, now and in the future, to prevent yourself and your family from suffering from poverty? (Get an education, develop skills to get a job, etc.)

   b. Do you think people can work hard and still be poor?

   c. What's the difference between survival and happiness?

   d. Can people be happy without money? Explain.

   e. Comparing yourself to the poor people in India or the starving people in Somalia (or substitute other places which have been in the news recently) how would you describe your lifestyle?

3. Have students read the newspapers for articles on the poor. Discuss problems and alternative solutions. Discuss: What questions should be

considered when seeking solutions? If applicable, conduct public hearings. See p. 169 for instructions in conducting a public hearing.

4. Have students read the poem "As I Grew Older" by Langston Hughes in Bennet, Robert and Thomas Newman, Justice in Urban America, Poverty and Welfare, p. 54. (The author is Black.)

   The poem is about a wall slowly rising between the dreamer and the dream. The wall grew so tall that it touched the sky and hid the light of the dream.

   Have students interpret the poem. The following can serve as guide questions:

   a. What kind of dream do you think he had?

   b. What do you think the wall represents?

   c. Are there other kinds of walls that prevent people from reaching their dreams?

   d. How can the wall be removed?

5. Call attention to the preamble to the Constitution. Ask students to find the passage that gives government the responsibility to make sure that citizens are provided with the necessities of life. (...promote the general welfare)

   Have students suggest how the government attempts to promote the general welfare. List their suggestion on the board.

   Have students gather information on the welfare assistance program, its purposes and problems.

   Or have students read Bennett, Robert and Thomas Newman, Justice in Urban America, Poverty and Welfare, pp. 55-66.

   Discuss: Is the present welfare system helping people to get out of the poverty cycle?

6. Discuss some of the problems of the welfare system. Some people feel that welfare is a privilege, others feel that government has a responsibility to help the poor. Some of the laws designed to limit the extent and kind of welfare assistance are in themselves, sources of problems.

   Have students be judges as they read the case of "Shapiro v. Thompson (1969)" located on p. 170.

   Discuss the following:

   a. Do you think welfare is a right or a privilege?

   b. How would you decide this case? Why?

Have students read section 1 of the Fourteenth Amendment to the Constitution. Discuss: What do you suppose is meant by "equal protection of the laws?"

Give students the opportunity to change their decisions. Remind them that judges should base their decisions on the law.

Then compare students' answers with the court decision. The U.S. Supreme Court decided in favor of Thompson. It said that it was unconstitutional for a state to require a waiting period for welfare aid to migrants into the state. The Court said that the law violates a citizen's freedom to travel.

Culminating Activity

Poverty is a world-wide problem. Students may do in-depth studies on countries where poverty is a problem or they may choose areas of poverty in this country.

Or students may choose to do additional research on the welfare assistance program.

Supplementary Activity

Students may do the wordfind "Hard Times" located on p. 171.

Public Hearing

The purpose of a public hearing is to get reactions from people about a particular proposal and to listen to all points of view before a decision is made.

The people involved are: supporters of the proposal and opponents of the proposal.

The following procedure is followed during a public hearing:

1. The chairperson will call the meeting to order and explain the object of the meeting.
2. The chairperson will describe the rules to be followed. These include:
   a. No one may speak unless, after standing, he or she is recognized by the chairperson.
   b. All remarks must be related to the problem being discussed.
   c. When one person is speaking, no one may interrupt the speaker.
   d. If the speaker wanders from the point, abuses other people, or in any way defeats the purpose of the meeting, the chairperson will declare the speaker out of order. If the speaker does not correct his or her behavior, he or she may be told to stop speaking or, as a last resort, thrown out of the meeting.
3. The chairperson will describe the order of the meeting. This will be:
   a. First, a representative of the group responsible for the proposal will stand and describe the plan. When the representative has finished speaking, he or she may ask his or her witnesses to stand and speak (one at a time).
   b. The chairperson will then announce that any person at the meeting who is in favor of the plan may stand and have a voice. All people who wish to speak will be recognized.
   c. Next, the chairperson will announce that he or she will recognize people who wish to oppose the plan. All who wish to speak will be recognized.
   d. After all people on each side have had a chance to speak, the chairperson will announce that the question is open for debate. Any person may stand to present his or her point of view, or argue against someone else's point of view.
   e. At the end of the debate, the chairperson will thank the people for their participation, tell them that their arguments will be considered, and adjourn the meeting.

Optional: For classroom purposes, several students can serve as commissioners who listen to the arguments and then discuss their decisions aloud to enable the rest of the class to hear the discussion during the decision-making process.

Source: Quigley, Charles N. and Richard P. Longaker, Voices for Justice, Role Playing in Democratic Procedures. Boston: Ginn and Company, 1970, p. 30.

Shapiro v. Thompson (1969)

Vivian Marie Thompson and her two children returned home to Hartford, Connecticut to live with her mother. She applied for welfare and the state turned down her request. The state's law requires that a person reside in the state for one year to be eligible for welfare assistance. Thompson claimed that the law was unconstitutional because it denied people the freedom to travel and because it was not based on need.

The state argued that it should decide what are proper welfare laws. Thompson's lawyers emphasized the constitutional guarantees of free travel and the need, rather than residency requirement, for welfare. They said that poor people had a right to welfare.

Adapted from Bennet, Robert and Thomas Newman, Justice in Urban America, Poverty and Welfare. Boston: Houghton Mifflin Company, 1969, p. 70.

Hard Times

A whole generation, now, has no direct experience of the Great Depression. With luck, they'll never learn the real significance of bread lines...

B R O K E E R A B D A E R H T
W I P E D O U T E L D I H U F
F T U O D N A N W O D T T F S
L I D W E N I M A F R D O B E
R L R D O U N E P A E Y U E H
E K A E R R N N E H A T G G C
L C H F D I D D S L D R H G T
D O D I L A P I D A T E D A A
N H K C A L R C K R P V E R P
A S E I O E U A Y S S O E N P
H D S T V P P N P R A P O A C
N E L O H E H T N I U L W R R
A E P I L R B O N A N N M U A
P M L S E E D Y P A S C E S S
I L Y A D Y N I A R W S H P H

Alms
Beggar
Broke
Crash
Dearth
Debt
Decline
Deficit
Dilapidated
Down-and-out

Fall
Famine
Fired
Hard up
Hock
Idle
Impoverished
In the hole
Lack
Layoff

Loss
Mendicant
Need
Panhandler
Patches
Pauper
Pawns
Penury
Pinch
Poor

Poverty
Rainy day
Ruined
Seedy
Skid row
Threadbare
Tough
Uphill
Want
Wiped out

LESSON II: CRIME

Generalizations

1. Decisions as to what constitutes a crime are defined by law and further interpreted by the courts. Certain behaviors or actions are prohibited in order to protect life and property, to preserve individual freedoms, and to uphold the morality of society.
2. Crime affects all people. The costs can be measured not only in dollars, but also in lost and damaged lives and human fear and suffering.
3. There are many causes of crime. Although there is disagreement over the causes of crime, the following are some widely acknowledged reasons: poverty, permissive courts, unemployment, lack of education, drug and alcohol abuse, rising population, inadequate police protection, lack of parental guidance, ineffective correctional system, little chance of being punished, and influence of movies and television.
4. The need to find effective solutions to deter crime requires citizens who are committed to the ideals of democracy and human dignity and who are willing to take responsibility for their actions.

Concepts

1. Crime: Something one does or fails to do in violation of a law; behavior for which the state has set a penalty
2. Cost: Payment, Loss
3. Responsibility: Duty, obligation

Objectives

1. Explain the causes of crime and analyze their effects on society.
2. Analyze the effectiveness of the judicial system.
3. Propose alternative solutions to problems related to crime.
4. Describe and explain citizens' responsibilities in crime prevention.
5. Distinguish statements of fact from opinion when reviewing data related to a social problem.
6. Distinguish between relevant and irrelevant data when gathering information for solving a social problem.

Introductory Activity

In small groups have students brainstorm what they think are the causes of crime. Then have them choose one cause and plan a short skit to illustrate the cause. Or students may wish to concentrate on crime in the schools.

After each group presents its skit, have a class discussion to assess students' thinking and to clarify their ideas and feelings.

Developmental Activities

1. For the duration of this lesson, have students keep a running account of the crimes reported in the newspapers. Students may record the information on a chart like the one below.

Date, Place	Description of suspect	Crime committed, Cause	Place

Periodically, have students form hypotheses about crime from the data they have gathered.

2. In small groups have students list their ideas of what constitutes a crime. Compile a class list and have students classify and categorize the items listed. Ask students if any category is omitted.

Then have students gather information about different kinds of crime. Or have students read any of the following sources:

Bassiouni, M. Cherif, et al., *Justice in Urban America, Crimes and Justice*, pp. 9-17. Includes case studies.

Cuban, Larry (Ed.), *People and the City, Crime and Safety*, pp. 9-25. Includes stories which can be analyzed by the class.

Ask students what democratic ideal(s) (right to life, liberty, pursuit of happiness) are violated by the perpetrators of the crimes.

During the discussion inform students that each crime must be defined as such by criminal law. Ask students if they think other acts should also be considered crimes. Discuss students' ideas and reasons.

3. In small groups have students compile their opinions about these questions: Who are the criminals? Are they usually young or old? Rich or poor? Educated or uneducated? Violent or nonviolent? White, black, red, yellow, or brown?

Review students' ideas of the causes of crime. Does it match with students' opinions of the composite criminal?

Have students gather information on the nation's or Hawai'i's crime problem. The following can serve as sources:

Bassiouni, M. Cherif, et al., Justice in Urban America, Crimes and Justice, pp. 65-75.

Cuban, Larry (Ed.) People and the City, Crime and Safety, pp. 27-47.

Keller, Mike, "Oahu's Homegrown Crime - An Advertiser Study." Honolulu Advertiser, December 2-12, 1979.

Martz, Carl and Rebecca Novelli, Living Law, Criminal Justice, pp. 35-45.

Memminger, Charles, "Crime and Kids: Juvenile Justice," Honolulu Star Bulletin, August 3, 1981.

Memminger, Charles, "Portrait of a Teen-Age Crook," Honolulu Star Bulletin, August 3, 1981.

The following can serve as discussion guidelines after students have gathered information.

a. Is crime a problem in your school? What do you think can be done about it? What can you do to see that it is done?

b. What are some theories about the increase in crime? Do you agree or disagree with the reasons?

c. Have violent crimes increased? Do you think additional police would help the problem? Tougher sentencing? Longer jail terms?

d. Do criminals have a common background?

e. What can you do to prevent yourself from becoming a victim?

4. Ask students if they have ever been witnesses to crimes. Encourage students to share their experiences and discuss what they did and what they think they should have done.

Or describe appropriate moral dilemmas to the class and have students discuss alternative courses of action. A moral dilemma is a situation involving a moral issue in which the main character has to decide a course of action from various alternatives. The teacher guides the discusssion through the use of appropriate questions to stimulate moral reasoning.

Hand out "Brian's Dilemma" on P.178. The following procedure can serve as a guideline for leading moral discussions.

a. Introduce the dilemma and have students review the facts of the situation. Call on a few students to summarize the situation, identify the people involved, and clarify terms.

b. Ask students to take a tentative position on what they think the protagonist should do. Students can write down their positions and their reasons for their choice.

Briefly, have students share the alternative positions and then poll students to determine how the class feels.

c. Organize students into small groups of about five students to discuss the positions taken by the students and the reasons for the positions. The students can be organized in one of the following ways:

   1) If the class is unevenly divided on the appropriate course of action, students can be divided into groups according to the position taken. The students in each group should discuss their reasons and select the two best reasons for their position.

   2) If the class is evenly divided on the course of action, students can be organized into groups with an equal number of opposing positions. The students in each group should discuss both positions and choose the best reason for each position.

   3) If the class agrees on a position, the students can simply be divided into small groups and should discuss their reasons and decide on the best two or three.

d. Reconvene for class discussion.

   Use questions that will help students to think and clarify their value assumptions and to participate in class discussions. For example:

   1) Perception-checking: "Anne, will you tell me in your own words what Uilani said?"

   2) Clarifying: "What do you mean by freedom?"

   3) Role-switch: "Jason would want Brian to lie, you say. Would his mother want him to lie?"

   4) Interstudent-participation: "Kimo, do you agree with what Kari said?"

   5) Issue-related: "Is it ever all right to lie?"

   6) Universal-consequence: "What would our lives be like if everyone broke laws when they pleased?"

   7) Seeking reason: "Why?"

Questions for "Brian's Dilemma."

a. Does Brian have an obligation to Jason? to Mrs. Ota? to himself or his conscience? to the law? Why or why not?

b. Which of these obligations is most important? Why?

c. Is it ever all right to steal? to lie? Why or why not?

d. Should Brian consider the fact that Jason didn't really need the pen? Why or why not?

e. Would it make a difference if Jason was not his friend? Why or why not?

f. Would it make a difference if Jason was the school bully? Why or why not?

Adapted from Fenton, Kohlberg, Teacher's Guide, Teacher Training in Values Education: A Workshop, pp. 26-28, 33. Kit from Guidance Associates.

5. Discuss a recent sentencing. Have the class summarize the facts of the case, the sentence and the judge's reasoning. Ask the class if they agree or disagree with the sentence given. Extend the discussion to the problem of punishment. What should we do with these criminals? Should they be punished? Should they pay back their victims? Should we try to change them so they'll be able to live in society again?

   The following can serve as sources of information:

   Bassiouni, M. Cherif, Justice in Urban America, Crimes and Justice, pp. 22-35.

   Martz, Carl and Rebecca Novelli, Living Law, Criminal Justice, pp. 161-173.

6. Have students suggest various ways the judge can sentence the accused. These may include probation, paying back the victim, fine, state mental hospital, state prison, or youth correctional school.

   Have students role-play sentencing hearings.

   a. Have students in small groups create a hypothetical crime and describe the accused (male or female, age, educational background, work record, previous prison record, other relevant information).

   b. Ask students to choose roles: judge, defense lawyer, prosecutor, the accused. Two students may play each role, except the role of the accused.

   c. Students may do the role-play as follows:

      1) The judge calls the prosecutor to recommend a sentence and the reasons for it.

      2) The judge calls the defense lawyer to recommend a sentence and the reasons for it.

      3) The judge asks the convicted person if he or she wishes to say anything.

      4) The judge may ask questions of any of the role-players during the hearing.

5) The judge announces the sentence. If two persons are role-playing the judge, they may discuss their decision-making so that the class can hear.

Adapted from Martz, Carl, and Rebecca Novelli, Living Law, Criminal Justice, pp. 168-169.

Culminating Activity

Have students, individually or in small groups, plan and carry out an action project. The project should be based on what they as individuals can do about the crime problem, either in society at large or in the school.

Brian's Dilemma

Brian and his friend Jason were ten minutes tardy to their social studies class. Their teacher, Mrs. Ota, was already beginning the day's lesson and told them to sit next to her desk which was located in the far corner of the room.

As soon as they sat down, Jason noticed Mrs. Ota's expensive pen on her desk. He told Brian to keep an eye on Mrs. Ota because he was going to take the pen. Brian didn't say anything and Jason grabbed the pen when Mrs. Ota turned to write the assignment on the board.

Mrs. Ota then returned to her desk, talked to Brian and Jason about their tardiness, and asked them to return to their seats.

When Jason went to his seat, he slipped the pen to Brian and asked him to hold it until the end of the period.

Moments later Mrs. Ota realized that her pen was missing. She knew her pen was on her desk before she started the lesson and found it missing when she returned. She called Jason and Brian and asked them if they took the pen. Both denied taking the pen.

Mrs. Ota called for Brian during the next period and tried to persuade him to tell the truth.

Question: Should Brian tell Mrs. Ota that Jason stole the pen? Why or Why not?

LESSON III ALIENATION

Generalizations

1. Alienation is a phenomenon which has accompanied the development of an industrial society. It is a sense of isolation, powerlessness, depersonalization and hopelessness.

2. The complexities of modern industrial society, the growth of urbanization and the needs of modern consumer-oriented economies and increasing tendencies to big government have contributed to a general sense of alienation.

3. The essential psychological condition of alienation affects people who are aged, young, politically powerless, poor, handicapped, and those who belong to ethnic minorities.

4. Some of the social conditions which heighten the effects on the alienated are broken homes, poverty, emotional instability, mobility of modern society, uneven distribution of political power, a lack of equal economic opportunity.

5. The responses to the alienated feelings of frustration vary with the age, education, emotional stability and economic and social status of the individual.

Concepts

1. Alienation: A sense of isolation, powerlessness, depersonalization and hopelessness

2. Empathy: The capacity for identifying with another's feelings or ideas

3. Self-Concept: Image of oneself

Objectives

1. Analyze incidents of alienation in school and community.

2. Examine the causes of alienation and their effects on those involved.

3. Propose solutions to some of the problems of alienation.

4. Develop a continually growing philosophy that reflects responsibility to self and others.

5. Acknowledge the worth of the individual.

6. Demonstrate compassion for others.

Introductory Activity

Inform students that they will examine six statements and that they are to look for the common element. Hand out copies of "Statements on Alienation" on p. 188.

After students have read the statements, discuss the following:

a. What are the common elements that emerge from the statements?

b. What do you think alienation means?

c. Do you know anyone who feels like the speakers of the statements? What other groups of people might feel alienated?

d. What could be the reasons these people feel alienated?

e. Could you make a difference in someone else's life? How?

Developmental Activities

1. Materials needed for this alienation simulation include pins and color cards to be used as identification tabs, one for each student. The cards should be at least 1½" x 3" in size. Select two colors, one color more popular than the other color. Make enough tabs of the more popular color for 1/3 of the class. Make tabs of the less popular color for the other 2/3 of the class.

   Prepare students for this activity by informing them that they will be part of an experimental learning situation, where they may actually experience being "alienated" within the classroom. It is important that the students understand that the activity is merely a simulation, but that they are to play their roles seriously.

   Introduce students to the following activity by asking them to keep in mind that it is an activity designed to give them a basis of experience in understanding the concept of "alienation." Explain to them that they may find themselves in the "in-group" or the "out-group" and that the simulation will last about twenty minutes.

   a. Hold the color tabs in a fan-like arrangement and ask each student to select the one he or she prefers and to pin the tab in a conspicuous place onto his or her clothing.

   b. Have the preferential group (the majority) cluster into one section of the room arranged in a manner to facilitate group interaction. Scatter the students in the minority group around the edges of the room so that they cannot interact with the students in the majority group.

   c. For 20 minutes the preferential group should have an experience which is obviously more desirable than what the minority group will be doing. The teacher may create his or her own activities or select from the following possibilities:

Preferential treatment activities:

1) An ego-boosting talk about the significance of choosing the color, including mystique ideas about how that color choice makes them superior people.

2) Special treats of candies or other goodies.

3) Free time.

Non-preferential treatment activities:

1) Look up and write definitions of words.

2) Fill in worksheets.

3) Write an essay on why they chose their color.

It is important for the success of the experiment to minimize attention to the minority group. Interactions with the minority group should be business-like and comments related to "on-task" behavior. Interactions with the majority group should be warm, friendly, and easy-going. Do not let the students in the majority group interact with students in the minority group.

d. At the end of the 20 minutes, have all students rearrange their seating in such a way that facilitates group discussion. The following are questions that should stimulate learning from this experience. Encourage all students to share something of their experience. Write key words describing their feelings on the board.

1) If you were part of the "out-group"

   - How did you feel about the way you were being treated? by the teacher? by the "in-group?"
   - Did you feel any resentments about not being in the "in-group?"
   - Did the treatment in this experience begin to make you feel that maybe you actually were inferior?

2) If you were part of the "in-group"

   - How did you feel about the way you were being treated? by the teacher? by the "out group?"
   - Did you find yourself feeling uncomfortable?
   - Did you ever experience a feeling of superiority?

3) When we treat a group of people as if they are capable or interesting, how do they usually act and feel?

4) When we treat a group of people as if they are incapable or uninteresting, how do they usually act and feel?

5) Can you think of some groups of people who are often treated as if they are not worthwhile, not capable, not interesting? Which groups are they?

6) Do you think it is fair to prejudge people? Why? Do you think you can know a person by looking at their outside appearance?

e. Debriefing: Continue the discussion until everyone has had ample time to express themselves. Share your own experience with them. Most students will have a need to talk about it. Try to bring them out. Students will develop some understanding of how devastating alienation can be. To summarize, you may want to have the students distinguish the descriptor words on the chalkboard by labeling them as typically "insider" (I) feelings or as "outsider" (O) feelings.

What are the general feelings of the insider? The outsider?

2. Tell the class that they will be reading about two girls and their family. This is a story about insiders vs. outsiders, newcomers vs. locals.

Have students read the booklet "Where More Better" is "Mo' Bettah." This booklet is from Hawai'i Multicultural Awareness Project, Families in Hawai'i," Unit V: Different Points of View." Or tell a similar story.

This story is about two haole girls from the mainland who have a difficult time being accepted by the local students in Waimanalo. Their skin color, hair color, and speech patterns are different from the local students. They get picked on by the "toughies" in the school and feel "looked down upon" by the other students. The local students, in turn, feel the haole girls look down on them.

Discuss the following questions:

a. Why do you think the girls felt different?

b. Why do you think local students give newcomers a hard time?

c. What can newcomers do to be accepted?

d. What can local students do to make newcomers feel accepted?

e. Is there a local vs. newcomer problem at school? What can be done about it?

3. Ask students to think about a time when they felt "left out" of something (an experience when they felt alienated). They may recollect an experience of their own, or they may recall a story that a friend told them. To structure their writing, ask them to describe the incident (when, where, what and how), their feelings at the time and why they thought the incident occurred. The incident should be one the student would be comfortable sharing in class.

Examples: Was there "a time when..."

you felt "left out" of a group, game or class project?
you were not selected for a team?

you were not invited to a party?
you were ignored at the beach? in the cafeteria?
you had a friend who was "left out" of a game or situation?

The following are two examples that may be helpful to share with students.

a. Having arrived in Europe, I decided to take a train ride across the continent. I really wanted to "see" the countries. At first the newness was exciting, but since I had no one to share it with, it soon lost luster. There were many people on the train, getting on and off--but they had their own groups of friends or family. I tried to talk with others, but their English was limited and soon they were back to joking and laughing in their own language. I could not understand and I felt lonesome and left out.

b. The whole class took a field trip to the Pali, and stopped at the natural pool where almost everyone "jumped in." It was a hot day and they looked like they were having such fun! I sat on the rocks above the pond, just watching, when one of the kids started splashing water at me and calling me names. I was so scared that I would get pushed in--since I don't know how to swim. I didn't know where to go. I didn't fit in and I can't swim! I felt scared and ashamed.

Assign students to small groups of about five people and ask them to share their incidents of being "left out" with the other students. Give the groups time for each individual to share his or her experience. (Option: if a student does not have an experience to share, have him or her share a vignette from p. 189.) Collect students' papers and hold for Activity 5.

Ask each group to assign one person to record all the possible reasons a person can feel alienated. The reasons can be generated from the experiences they share in their groups.

Have each group explain its list and then compile a master list on the board.

Examples of reasons for an individual being alienated may include: cultural differences, physical differences, racial differences, religious affiliation, membership in a particular group, lack of skills, disabilities, etc.

Conclude the activity with a discussion or summary including the points:

a. Each of us may have experienced alienation.

b. There are many different reasons for feeling alienated.

c. There are different ways of dealing with alienation.

One option for expanding this activity in class is to have students select an incident previously discussed in their small groups and role play the incident to the rest of the class.

One option for expanding this activity outside of class is to have students look for alienating experiences in the school and community. Allow time for sharing and discussing the observations.

4. Tell students they are going to hear a tape in which four different people are explaining how they feel about a particular situation. Ask the students to listen carefully so they can distinguish the four points of view.

   Play the tape, "What's Going On?" from Hawai'i Multicultural Awareness Project, Families in Hawai'i, "Unit V: Different Points of View."

   The tape includes a local girl's viewpoint about immigrants, a recent immigrant boy's viewpoint about school and the students at school, the immigrant boy's mother's viewpoint about education and her son's problems at school, and a local boy's viewpoint about the immigrant boy.

   An alternative is to have students in small groups select one of the viewpoints above and write a short vignette about the person's feelings and views. Have students share their vignettes with the class.

   Discuss the following:

   a. How do you suppose a recent immigrant feels? Why?

   b. Why do you think the local girl feels that way? What other factors should she consider?

   c. Why do you think immigrants talk in their native language? Can you speak another language? How easy would it be for you to communicate in another language?

   d. Why do you think the immigrant students hang around together?

   e. What makes it difficult for immigrants and locals to make friends with each other?

   f. Do you suppose it is easy for the immigrants to attempt to make friends? What fears do you suppose they might have?

   g. What can local students do to help the newcomers?

   h. What can the school do to help the newcomers?

5. In this activity, alternatives to problems (incidents) are explored. Students will generate alternatives to handling these situations through brainstorming.

   Materials needed for this activity include copies of four incidents of alienation shared by students in Activity 3 (will be called Student Incident), copies of four vignettes selected from p. 189 (will be called Vignette), timer or watch with second hand, large sheets of paper and marking pens.

Divide the class into small groups of about five people. Assign half of the small groups to Side A and half to Side B. The small groups on Side A will compete with each other and the small groups on Side B will compete with each other.

Have each group select a student to be the "solution recorder." Each recorder needs a large piece of paper (one for each incident brainstormed) and a marking pen.

Give each group on Side A a copy of the same Student Incident; give each group on Side B a copy of the same Student Incident (Side A and Side B will be brainstorming different incidents).

Give the class exactly four minutes to generate as many solutions for their incident as they can. For the Student Incident they are to think of all the possible things the person being alienated can do to "solve" the situation. Review the purpose and procedure of brainstorming. Reiterate the following points:

a. When the teacher says START, groups will have four minutes to think of all the solutions they can and the recorder will record them on the paper.

b. Groups should not spend time evaluating solutions suggested. Rather, all ideas should be accepted without review.

After the brainstorming period, instruct the groups to quickly review each solution and cross off the solutions which do not apply to solving this incident. Then tally the number of solutions generated. Give them one minute.

Ask recorder to tape the recorded solutions on the board or wall with Side A in one place and Side B in another place. (Teacher may assign a number to each small group).

After the teacher quickly reviews the incident for each side, have the recorders from each group read their solutions to the class. The teacher then puts a star, check or mark on the small group paper for each side that generated the most solutions.

Discuss the solutions and mark those that students agree are good and feasible solutions.

Hand out copies of two of the vignettes selected from p.189. Follow the same procedure as outlined above. When brainstorming solutions to the vignettes, the groups should generate alternatives from the point of view of the person(s) who is alienating someone.

Conclude the activity by determining if one group on each side generated more solutions than another group. Then explain to the class that their solutions will be used in the next activity where they will individually decide which solutions show the most respect for themselves and others involved in the incident.

Collect the groups' papers on which they wrote their solutions.

6. Hand out copies of a student incident and all solutions generated for the incident to half of the class. Handout copies of a vignette and all solutions generated for the incident to the other half of the class.

   Have the class evaluate the ideas generated by the groups.

   Students are to review each solution and select 5 solutions which they think show the most respect for themselves and the other person in dealing with the incident. They are to rank the 5 solutions from 1 to 5 with 1 being their first choice, 2 their second, etc.

   When students have finished ranking their solutions, assign students working on the student incident into small groups of 5 and do the same for students working on the vignette.

   When they are in their groups, instruct the students to decide on a group ranking for each solution.

   Follow up with a comparison of group rankings and class discussion.

   a. How did your small group ranking compare with other small groups?

   b. How did individual rankings compare with small groups?

   c. Did small groups define respect differently from individuals?

   d. Were there other issues which arose in your small groups?

7. Have students select a physical disability (e.g. partially sighted, crippled or deformed hands) and on a designated day analyze the school environment from the viewpoint of someone with that disability.

   Discuss the students' findings.

   a. What did they find out about the physical environment of the school?

   b. Does it inadvertently alienate some students from participating in programs or moving around the campus?

   c. Can the school environment be improved?

   Have some students role-play handicapped students and ask others to interview them to find out their experiences as a handicapped person on the school campus (or community).

8. Inform students that sometimes the alienated children become runaways. Conduct a class discussion on runaways.

   a. Why do you think youngsters run away from home? Inform students that every year more young people are running away from home and runaways are getting younger and younger.

   b. Have you or anyone you know considered running away from home? If you did not run away, what stopped you? If you did run away, what brought you back home?

Have students gather information on runaways. The following can serve as background reading.

"What Makes a Child Run Away?" Honolulu Advertiser, October 15, 1975.

"Running, Running to Nowhere," Honolulu Star-Bulletin, March 26, 1976.

"Last Days of a Runaway," Honolulu Advertiser, January 11, 1978.

Show film "Runaway: Freedom or Fright."

Have students conduct a survey of students in school to find out the extent to which students have seriously thought of or who have run away. Work out the interview questions and procedures to insure confidentiality of the students. Or students may survey the entire class of another teacher.

9. If available, show pictures of street people to students. Street people are people who live on the streets and for one reason or another, are homeless. Although many are elderly, there are many young street people, too. Some of these are runaways. In Honolulu, the Institute of Human Services, a religious organization, helps street people to survive.

Ask students if they've seen street people around. Have they seen anyone rummaging in the garbage cans for leftover food or drink? What questions come to your mind about street people? Encourage students to raise questions. Questions may include the following:

a. Why do people become street people?

b. What kind of people become street people?

c. How can society help them? Do they want help?

d. How can we prevent this problem from increasing?

Have students gather information about street people or read the article "Big Cities Battle Growing Problem of Street People," Honolulu Advertiser, January 4, 1979.

Parts of the above lesson adapted from materials prepared by Hawaii Integration Project, Special Education, College of Education, 1981.

Culminating Activity

Have students evaluate themselves and answer any of the following questions through various means. Students may write poems, create a montage, collage or photographic essay, plan and perform a skit, write essay, etc.

a. How do you perceive alienating situations now?

b. Are you more aware of yourself and others in alienating situations?

c. Do you evaluate alienating situations differently now?

d. Would you handle alienating situations differently now?

e. Do you find yourself thinking differently?

Statements on Alienation

Statement A: "Western man is alienated four ways:
he is alienated from nature,
he is alienated from himself,
he is alienated from others,
he is alienated from God."

Statement B: "I don't want to work at some meaningless job. I would waste my time just being part of a machine. All I could get was a job as a dishwasher. I would rather do nothing."

Statement C: "Sometimes I feel so worthless. I don't have a job, I have no friends, have no place to go. At least when I smoke pot, it makes me forget about today."

Statement D: "Boy, when I was young, life was so good. You had time to think, time to look at the sunset. Now, everyone go, go, go. No time for anything. Today, you make a friend, tomorrow they move away. Why try to do anything? Everything temporary, anyway."

Statement E: "I hate school. I try to learn but everything is too hard. My teachers treat me like I'm stupid. Even my parents give me a hard time. They always tell me I'm going to end up a bum like my older brother. I want to run away from this place."

Statement F: "So what if I'm crippled and walk funny. I have feelings just like everybody else. The kids tease me by imitating the way I walk or asking me if I want to race with them. Many times I just don't want to go to school."

Vignettes

I really do know how to swim, and I can swim well. Sometimes I go spear-fishing with my uncle, but the kids in the neighborhood don't believe me because I can only go swimming at the pool during "handicapped times."

I hope the first school assembly I went to will be my last. I managed to get into the bleachers on my own, and some of the kids near me moved away. Others pointed and laughed at me.

I'm tired of always being scorekeeper, or sitting and watching just because I have a leg brace and can't run the bases fast. I'm a good hitter, if they would just give me a chance in a game.

Why did the doctor say I have to tell them that I have seizures? When I take my medication, I'm okay. Now I can't take wood shop because the teacher is afraid I might have an accident.

The elevator to the fun factory was finally fixed, so I got up there in my wheelchair. I played some games alone, but when I tried to get a partner no one would play with me.

The things I dislike about lunchtime is that I can't sit with the other kids. There is only one section of tables where the wheelchairs fit and so I always have to sit in the same place.

One evening as I was out on the street talking with some of the kids who lived in my building, a fire truck came right down our street and went around the corner. Everybody ran off to follow it, but I got left behind. It takes me longer to find my way because I am partially sighted.

Adapted from materials prepared by Hawaii Integration Project, Special Education, College of Education, 1981.

LESSON IV: ENVIRONMENTAL ISSUES

Generalizations

1. All aspects of the environment are interrelated.
2. The mid-20th century brought new forms of environmental problems. Many of these problems have been caused by overpopulation, industrial growth, misuse of technology, and depletion of natural resources.
3. Responsibility for seeking solutions to environmental problems and acting on them lies with the individual, as well as the community, industry and government.
4. Resources are scarce and choices must be made.
5. The satisfaction of people's needs depends on proper planning and the conservation of both natural and human resources.
6. People are part of a world community; thus their attitudes and values should reflect this orientation.

Concepts

1. Environment: Everything that surrounds us, including the visual, aural, aesthetic, psychological, physical surroundings
2. Interrelationship: Mutual relationship, interconnection
3. Responsibility: Duty, obligation
4. Conservation: Wise use of resources; protection from loss, waste
5. Global Perspective: Awareness of one's role in global affairs and of global interdependence of peoples and countries

Objectives

1. Analyze some environmental problems and issues as they affect and are affected by humans.
2. Describe and explain the interrelationship between humans and their environment, immediate and global.
3. Explain the need for conservation of resources.
4. Distinguish statements of fact from opinion when reviewing data related to a social problem.
5. Gather data from various sources and organize the data related to a social problem.

6. Distinguish between relevant and irrelevant data when gathering information for solving a social problem.

7. Identify the key questions that need to be answered in resolving a social problem.

8. State a hypothesis about the cause of a social problem.

Introductory Activity

Introduce students to this lesson by showing pictures or slides of various places in Hawai'i. The pictures should represent all areas of Hawai'i and include the "ugly" places as well as the "beautiful" places.

Generate student interest by having students identify the places and have them share any experiences related to the areas or thoughts about the pictures.

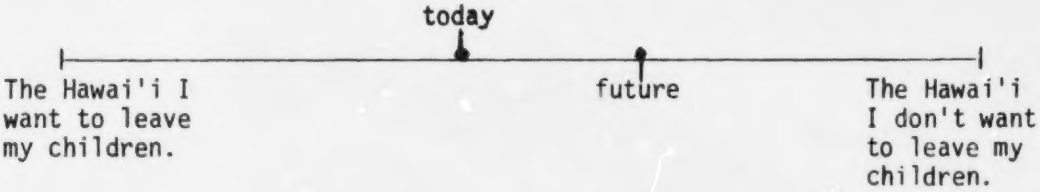
Have students work individually or in pairs and describe the Hawai'i that they would like to leave to their children and the Hawai'i that they would not like to leave to their children. Ask students to be as specific as they can.

Help stimulate students' imaginations by suggesting ideas for them to think about.

E.g. What about the air?
What about the beaches and parks?
What about the smells?

After students have had sufficient time to complete the assignment, ask a few of them to share their scenarios. Encourage students with different scenarios to read or talk about their scenarios.

Have students draw a line spectrum between the two scenarios and indicate where they think Hawai'i is on the spectrum today and where they think Hawai'i will be when their children are ready to get married. For example:


today
The Hawai'i I want to leave my children.
future
The Hawai'i I don't want to leave my children.

Have a class discussion and come to agreement on the placement of "today" and "future" on the line. Have students explain their opinions. Also discuss why there are more environmental problems today than during their great-grandparents' time.

Students may also indicate a "today" and "future" on a line spectrum of the environmental conditions of the world.

As students discuss present and possible future world conditions, have them suggest how conditions and events outside of Hawai'i might affect all who live in Hawai'i.

Have students summarize the discussion and write their own thoughts and feelings about the ideas discussed.

Developmental Activities

1. Have students read the preamble to the "Constitution of the United States" and note the relationship between the Constitution and protection of the environment.

   Then ask students if there are statements in the "Declaration of Independence" which are related to protection of the environment.

   Discuss the following:

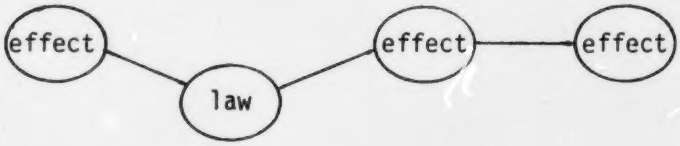
   a. Do we have laws which protect the environment? Give examples.

   b. Should there be other laws?

   c. Are the laws sufficient? Can laws alone protect the environment?

   Have students read relevant newspaper articles about environmental problems and laws. Discuss the articles and the positive and/or negative consequences of the problems and laws. Have students diagram the effects of the laws or problems.

   E.g.



   Ask students to express their own personal viewpoints of the laws or problems.

   Also discuss how citizens can get involved in protection of the environment.

2. Students can also bring in newspaper or magazine articles about environmental issues. Use the relevant parts of the "Discussion/Analysis Approach to Public Policy Problems" described in "General Teaching Strategies" in Appendix I.

   Read sentences from the articles and ask students to determine if the statements are opinions or facts. If necessary, teach students the difference between opinions and facts. Have students discuss: Is it important for you to know if a person is giving you facts or expressing his or her opinion?

3. Introduce students to the concept of spaceship earth by having them compare earth to a spaceship hurtling in space with a colony of men, women, and children. The following can serve as guide questions:

   a. If you have to pack everything that you need to survive on a spaceship going to the lunar colony, what would you take?

   b. Think of the earth as a spaceship hurtling through space. How is it similar to the spaceship that will take you to the moon?

   c. What kinds of supplies are aboard spaceship earth?

   d. You know that spaceship earth will not be getting any help from the mother ship. Looking at present trends, what kinds of problems do you foresee for the voyagers?

   Have students read relevant pages in their text or Cuban,Larry, People and the City, Can Earth Survive? pp. 6-9. This gives an overview of environmental problems confronting earth.

   Have students suggest how the people aboard spaceship earth can change the trends.

4. To help students see the relationship between things and the environment, have them list five things that are important to them. The list may include abstract ideas as well as objects. Then ask students to link the objects or ideas to the environment. Guide the students' thinking by asking: What does ______ have to do with environment? Is some part of the environment responsible for its being?

   Discuss any ideas that arise from the students. Have students write a short reaction paper about the relationship between the individual and the environment.

   For homework, ask students to notice the school environment through a newcomer's eyes and note the nice areas and the areas that need improvement. Have students pay attention to their inner feelings and reactions to what they see.

   Students may express their feelings through discussion, poetry, or painting.

   Get students involved in a class project to improve one of the areas that need improvement.

5. Have students take the attitude survey "Do You Agree or Disagree?" located on p. 198. Use the statements to stimulate discussion about the environment and industrial and agricultural growth.

6. Have students suggest possible causes of international pollution. If students can't think of any, suggest and discuss the following:

   a. Rapid growth of world population.

b. Expansion of industry in all countries.

c. Lack of environmental concern by industrialists who are motivated by profit.

d. Lack of concern by citizens of the world.

e. The apathy of religious leaders.

f. Lack of action by politicians who fear reprisals from pressure groups.

g. Absence of technology to reduce industrial pollution.

h. Modern warfare.

Have students add others which are not listed. Eliminate any with which students disagree. Then have students individually rank the causes from the most important to the least important, going from 1 to 8.

After students have finished their individual rankings, ask them to gather in small groups of not more than five students and arrive at a group consensus. Remind students to discuss their ideas and to keep their minds open to each other's arguments.

Have a student from each group report the group's rating and explanation to the class.

Students may do research in the library to find out the causes and effects of pollution in the world.

Distribute "Research Guidelines" located on p. 227, to students to help them keep track of the process of doing research and of their progress. Provide assistance for each step if necessary. See Department of Education, Integrating Library Skills into Content Areas: Sample Units and Lesson-Planning Forms. This publication includes student worksheets and guides for teaching students the process of doing research.

7. Introduce students to this activity by asking what they as a class would do if a nice, kind person gave the class $500. Get suggestions from the students and see if they can agree on how to spend the $500. Hopefully, the students will have different opinions on how the money should be spent. Ask students for their suggestions about how to arrive at a decision. List all suggestions and discuss the merits of each. Then ask students if there are similar problems about use of natural resources. Encourage students to share their knowledge.

Hand out the simulation "Wailana Development Co. vs. Mr. Sam Kalua". See p. 199 for a copy of the simulation. Ask students to read the setting, volunteer for roles in the simulation and get organized.

Simulate a hearing. See "Public Hearing" on p. 169. Ask the rest of the class to act as the commissioners and listen carefully since they will have to render a decision.

Show the following films which emphasize the necessity of preserving our environment:

LIVING THE GOOD LIFE

BUT IS THIS PROGRESS?

8. Prepare students for an informal debate on the question: Is world population growth the most serious threat to our environment and our quality of life?

   Students may gather information from current articles or read the following articles from McCuen, Gary, The Ecology Controversy: Opposing Viewpoints, Anoka, Minnesota: Greenhaven Press, 1972.

   Ehrlich, Paul, "The Population Bomb"
   Pope Paul VI, "Encyclical on Birth Control"
   Wald, George, "A Better World for Fewer Children"
   Wattenberg, Ben, "The Nonsense Explosion"

   Students should become familiar with all viewpoints and then decide to select one view.

   Choose five students to serve as judges and one to serve as chairperson. Give each student an opportunity to present his or her viewpoint with supporting evidence and to question the opposing side's statements. Remind students to listen to each other and respect each other's viewpoints.

   After all sides have been heard and all questions asked, have the judges render a decision.

   Students may hand in a written assessment of their viewpoint.

9. Have students do the environmental opinion survey. See p. 201 for a copy of the handout.

   Use the statements for discussion.

   Show the film, CITIES IN PROGRESS: A MATTER OF SURVIVAL. Discuss the definition of pollution and the causes of pollution.

   Have students look at their neighborhood through the eyes of a newcomer and identify the areas of pollution. Discuss the psychological effect of pollution on the people.

10. The following lesson on the human dimensions of energy was taken from Department of Education, Energy Use and the Environment, Concepts & Activities for the Classroom, Secondary Social Studies Module, pp. 107-108, 112-114. See the energy guide for other lessons.

THINGS TO DO (Grade 8)

a. What would you do if you were told to cut back your energy use by 20%? What would you be willing to do without? Would you try to find ways to get around the cutback?

Do the following activity:

As individuals, we daily affect and are affected by the problems associated with energy use and our environment. The solution to these problems rests with people and their ingenuity, and creativity, coupled with common sense and wise use of existing resources.

This activity will give students the opportunity to formulate personal values which hopefully will enable them to make competent energy choices and act responsibly to meet the challenges presented by dwindling fossil fuel energy resources. It also tries to help students realize that cooperation for mutual benefits is necessary in meeting the energy challenge.

(1) Discuss with students our current situation regarding energy resources. Do you feel there really is a shortage? Why or why not?

(2) Remind students that even if they feel that there is no energy shortage, our fossil fuel resources are dwindling and being used up at a faster rate than they are being produced. Ask them what they would do if they were mandated to cut back 20% of the current use of energy? Electricity? Gasoline?

(3) Have students read the story "De-lighted" on p. 202.

(4) Discuss the following questions:

    (a) If you were Mr. B. Concerned, what would you do?

    (b) According to the story, why was Mr. B. Concerned upset with his neighbor?

    (c) How would you describe Mr. B. Concerned's neighbor?

    (d) If Mr. B. Concerned went over to talk to his neighbor, what do you think the neighbor's excuse would be for his lights and TV being on? If he has no excuse, what might his attitude and/or feelings be toward Mr. B. Concerned? His fellow citizens?

    (e) Do you feel that Mr. B. Concerned's neighbor was within his rights in using electricity for the television and lights? Why or why not? Do you feel the neighbor was acting responsibly? Why or why not?

    (f) Write your own ending for this story.

Suggested Follow-up/Assessment Activities

Make yourself an "Energy Use Report Card" by making a list of various conservation measures you personally can implement at home and school. Next to the list make columns with days of the week. (Make a month's log.) Each time you practice or follow through with the conservation measure, mark the space with a plus (+), otherwise leave it blank. See if you can encourage other members of your family to keep an "Energy Use Report Card."

b. Write a paper describing how you would feel and what you would do if the government decided to ration energy use in the home, e.g., cut back on electrical use, gasoline, etc. Why are individuals reluctant to give up their conveniences? Is it an issue of rights and privileges versus responsibilities? Explain.

c. What is your role as a citizen regarding energy conservation? Write a paper pledging your assistance and your plans to carry out conservation measures. Follow your plan for a week or two. Write a paper expressing how you felt during the period.

d. Make a list of all your leisure time activities. Cross off from the list all the activities you would be willing to sacrifice for one month. Are the activities crossed off the ones that consume the most energy? Make a chart and monitor yourself to see if you are able to carry out your plans.

e. Make a list of activities you normally do with your family. Figure out the amount of energy used for each activity. Is there a relationship between the degree of interaction (passive or active; individual or group) and the energy used? Explain.

Culminating Activities

1. Have students create displays of environmental problems or issues, including causes and effects, both physical and psychological, and what people can do to help prevent further problems.
2. Have the class plan a one period presentation about environmental issues that they can present to other classes. Or they may want to share their learning with the administrators of the school or with their parents.

Do You Agree or Disagree?

Directions:

Below are some attitudes people have expressed about environmental problems. Read each statement and decide if you agree, disagree or are undecided.

1. Pollution is a problem, but other problems such as war, poverty and race prejudice are more important.
2. Industrial and agricultural growth are the major causes of pollution.
3. The answer to pollution is to get tough with industries that pollute, even shut them down if necessary.
4. If we do not solve pollution problems, every living thing on earth will die.
5. We cannot solve our pollution problems unless we change our whole way of living.
6. We shouldn't worry about pollution because human beings will be able to adapt to living in a polluted world.
7. We will get so much benefit from what industry can provide for us, we shouldn't worry about our environment, especially about animals and plants that are no benefit to us anyway.
8. The average person doesn't need to worry about the environment because science and industry will invent ways to solve our environmental problems.
9. Agricultural growth and development while being the answers to the world's food problems, are in reality a package solution involving pesticides, fertilizers, irrigation and mechanization, which does irreparable harm to the human environment.
10. Industrial and agricultural growth have been the primary means for nations to improve their environment for living, of providing adequate food, water, sanitation, and shelter, of making deserts green and the mountains habitable.

Wailana Development Co. vs. Private Citizen Mr. Sam Kalua

Setting: Maunapua Valley is a fertile valley 20 miles from Honolulu. In ancient times, the valley was mainly used for raising the staple crop, taro. In fact, it was widely believed that the valley was set aside by Kamehameha himself for the raising of the sweet red taro so favored by the alii. After the Great Māhele, or the land division under Kamehameha III, in which land could be owned by private citizens, Maunapua Valley was given to the Chiefess Kaleo. By the 1920's, the valley was in the hands of her grandson, Palani, who preferring gambling to dirty finger nails leased the various parcels to small farmers. The valley then was valued at $150,000 and the lease rent of $8,000 annually gave Palani a comfortable living. The valley is especially attractive to farmers in that aside from being fertile, it has a fresh water spring which sends a clear stream to the sea.

Mr. Sam Kalua was born on January 19, 1930, the youngest of ten children. He says that even as a child he wanted to be a farmer, even though he grew up in Honolulu near what is today the State Capitol. He lived on Hotel Street and most vivid in his mind was the poverty in which he lived.

At the age of sixteen, he was lucky enough to lease one of the parcels in Maunapua valley. At first, he had only six acres for which he paid a lease rent of $100.00 annually. He began by planting taro and sweet potato and on the side, his wife sold plumeria flowers grown around the property. Sam remembers working a sixteen hour day for many years. Sam bought the lease of the neighboring farmers, and by the 1970's Sam's farm was the largest in Maunapua Valley consisting of 100 acres. Although the lease rent has gone up considerably, he pays it willingly as he still makes a comfortable living.

Mrs. Kalua says, "We live the simple old kind of lifestyle. You know, the kind you can not find today in the big city. We work our land, still planting taro. You know how much taro land has disappeared? You know why poi costs so much? It's peaceful living here. You know, we even have time for the sunset. We are grateful for everything and it was worth working so hard all these years."

The Problem: Palani was recently offered ten million dollars by Wailana Development Company who wish to develop the valley into a housing development which will also include a complete shopping center. All the tenants were notified that their lease would expire in six months. This included Mr. Sam Kalua. Mr. Carl Slown, Wailana Development Company manager, says, "This development is needed. There is a tremendous housing shortage in Hawaii. Where will the young people live in the future if we don't build homes today? These homes will be priced moderately, so middle income people will be able to buy."

Mr. Sam Kalua is now appealing to the State Land Use Commission of the State of Hawaii to keep the zoning of Maunapua Valley agricultural and to stop the housing development.

Roles:

Mr. Sam Kalua
Mrs. Sam Kalua
Their two lawyers
Palani
Wailana Development Co. manager and president, Mr. Carl Slown
Land Use Commission chairman
Four commissioners
(Optional - one surprise witness for both sides)

Environmental Opinion Survey

This is an opinion survey. It is not a test. Even though there are no right or wrong answers, you should be able to explain why you answer as you do. Please place all responses on another sheet of paper and title it ENVIRONMENTAL OPINION SURVEY.

Agree/Disagree - Explain why.

1. I believe that plants and animals exist primarily for people's use and pleasure.
2. I do not think that I am personally responsible for pollution.
3. I think that if I own property, I should be able to do whatever I want with it without any outsiders telling me what to do.
4. I believe that, in order to stop the growth in population, each couple should have no more than two children.
5. I believe that government should limit the number of cars to one per family, and that car be a fuel efficient one.
6. Because Hawai'i, especially O'ahu, is becoming too crowded, the state government should limit people moving to Hawai'i from the mainland and foreign countries.
7. I believe that living in the country like Ha'iku, Maui is much healthier than living in a city like Honolulu.
8. I think that eventually we will run out of energy in Hawai'i and we really will be in trouble.
9. I believe the people of Hawai'i need more homes and that we should consider using some of the forest reserves for housing.
10. I think we don't have to worry about air pollution in Hawai'i because the trade winds blow the dirty air out to sea.
11. My neighborhood is pretty good. It's not polluted and mades me feel good to be living here.

De-lighted

B. Concerned

The wind was howling and a cold chill ran through every inch of my body as I stood at the window watching the large drops of water splatter on the ground. I turned and walked to the living room to watch television when the lights began to flicker. "Oh, oh," I thought, "the violent storm has probably damaged the local electrical power system." I turned the set on just in time to hear a bulletin interrupt "Charley's Angels." "We interrupt this program to bring you an important message," the voice said. "We are asking all residents to use electricity very sparingly since the power plant was damaged by the storm and is not generating at full power. We ask for your cooperation so that enough electricity is available for the local hospitals and for other vital service areas. If there are any questions please call the Emergency Hot Line at 833-6959." Quickly I jotted the number down and turned the TV set and all lights off. "It's a good thing I bought candles the other day," I mused.

Later, I settled into my easy chair armed with a book and candle. "A good chance to catch up with my reading," I thought. Just then, I heard some music and laughter. The sounds seemed to be coming from outside my window. As I walked over I could see that my neighbor had all of his lights on and his television set going full blast. "Surely," I thought, "he must have heard the news bulletin." "How awful," I exclaimed, "Why should I be rationing when my neighbor seems to be enjoying himself. I should go out there and give him a piece of my mind. Better still, I think I'll report him to the Emergency Hot Line."

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Symbols:
E-elemtary
J-junior high
H-high
C-college
A-adult

FILM RESOURCES

Department of Education
Multimedia Services

Pollution

AGING OF THE LAKES: ENVIRONMENT IN CRISIS
5635 14 min.
E-H 1971

Traces the aging process of lakes, showing how people's interference with the environment causes critical changes in the natural ecology.

GAMBLING WITH OUR LIVES
7010 21 min.
J-H 1978

Modern technology provides us with an ever improving standard of living, but we now recognize the trade-offs we must make between the benefits and costs of progress. Society has done little to control the thousands of substances in our environment that are potential hazards. This film presents the hazards of our modern world.

THE GARBAGE EXPLOSION
5050 16 min.
J-H 1970

Documents amounts and types of solid wastes, shows disposal methods, both legal and illegal, and describes the sophisticated methods for the disposal of plastics and synthetics.

MAN'S EFFECT ON THE ENVIRONMENT
5441 14 min.
J-H 1970

Points out that from the time of the earliest colonists, Americans have destroyed features of the environment at an increasing rate. Shows some of the effects of people's exploitation of natural resources, and raises questions as to the quality of life such environmental changes might provide.

NO TURNING BACK
7205 28 min.
J-H-C 1971

This film visits some of the technicians involved in government studies at laboratories and sites across the country such as: arid land ecology, a tropical forest study, river ecosystems, industrial impact on natural waterways and pollution patterns in layers of atmosphere.

OCEANOLOGY: SCIENCE SEEKS ANSWERS TO OCEAN POLLUTION
7020 14 min.
J-H 1977

The death of the living oceans through pollution would destroy the fishing industry, coastal environments, and perhaps all life on Earth. This report profiles scientific research efforts to safeguard the seas, including studies of ocean dumping, new ways to clean up oil spills, forestalling harm due to deepsea mining, and other exciting projects.

POLLUTION BELOW
6350 14 min.
J-H 1975

Presents the stories of three people far apart, caught in dangerous situations caused by unexpected pollution, as seen through the eyes of NASA's satellite cameras.

WHALES: CAN THEY BE SAVED?
6166 22 min.
E-H 1976

Examines the behavior of many types of whales and explains how whales can be trained to perform. Film shows how modern technology has brought whales close to extinction and explains the steps people must take to save them.

WHAT PRICE PROGRESS?
7191 28 min.
J-H 1977

Three significant cases of industrial pollution and their effects on human life are examined. Presents the dilemma of jobs versus health. The variety of opinions on environmental matters is well presented.

AH MAN, SEE WHAT YOU'VE DONE
5306 23 min.
E-H A 1971

Shows the effects of people's pollution of the oceans, discusses the potential results of this pollution, and describes methods that have been developed to combat the pollution.

THE ARK
5643 20 min.
H 1971

Portrays the moral aspect of the natural environment problem by presenting a story in which a man's attempts to protect pond creatures from pollution are thwarted by other people.

BUT IS THIS PROGRESS?

6328 51 min.
J-H C A 1973

This study of the effects of technology on three generations of Americans questions the quality of life that technology creates, as pollution, urban sprawl and the loss of landscapes due to the highways, become a part of present-day society.

CHILD'S GARDEN OF POLLUTION

5669 12 min.
E-H 1970

Shows, through a child's eyes, how we use and misuse the environment, how we live with it, and how we may die with it. Shows how various forms of pollution have transformed the environment.

CITIES IN CRISIS: A MATTER OF SURVIVAL

5789 18 min.
J 1970

Contrasts ugliness of technological growth with nature's beauty. Examines causes, effects, and possible solutions to problems of pollution.

MEN AT BAY

5089 26 min.
E-H 1970

A case history of the imminent destruction of San Francisco Bay by people-made pollution.

NOISE - POLLUTING THE ENVIRONMENT

5809 15 min.
J-H 1971

A study of noise pollution as exemplified by the problems emanating from traffic and airplanes in residential areas.

THE HOUSE OF MAN - OUR CHANGING ENVIRONMENT

3347 17 min.
J-H-A 1965

Discusses the waste of natural resources in cities, woodlands and farmlands, and the pollution of rivers and air.

LIVING THE GOOD LIFE

7423 30 min.
J-H-A 1977

Shows that homesteading is not only viable in modern America but beneficial to the individuals and society as well. Views Helen and Scott Nearing, who 45 years ago quit city life and went back to the land.

Energy

CHALLENGE OF THE FUTURE
6881 29 min.
J-H CA 1975

Looks at the problem and details the options that face the nation regarding energy and fuels. The viewer is shown the Energy Research and Development Administration's laboratories and pilot plants in most of the energy research centers across the land.

COAL THE OTHER ENERGY
7199 15 min.
J-H 1978

The research that is underway in approaches to converting coal to liquid or gaseous fuels at affordable prices.

ENERGY: A MATTER OF CHOICES
6154 22 min.
J-H C 1973

The film footage documents the use of coal, natural gas, oil, falling water, and nuclear energy, and is followed by a revealing look at our energy "appetite" and the influences that have multiplied it nine times in the past thirty years. It also points out the ecological hazards, technological difficulties, and costs involved in using various energy resources.

THE ENERGY CHALLENGE
6049 25 min.
J-H 1973

Examines America's energy challenge, the endless search for new and abundant sources of energy which will involve increases in oil and gas imports, greater exploration of domestic resources, development of nuclear and other new sources of energy, and an increasing commitment to the "conservation ethic."

ENERGY: THE AMERICAN EXPERIENCE (Revised)
7201 29 min.
J-H 1978

With the perspective of over 200 years of history, the film shows the development of different forms of energy under the unique conditions of the American experience.

ENERGY: 2000
6840 25 min.
J-H 1977

Examines, in depth, the short-term and long-range search for alternate energy sources to meet America's needs in the year 2000 and beyond.

Related Films on Hawaii

GUIDED BY THE NENE
6151 25 min.
E-H C A 1973

Discusses the plight of the Nene goose, Hawaii's state bird, and the efforts which have been made in various parts of the world to preserve this endangered species.

HONOLULU'S UNUSUAL WATER SUPPLY
1249 18 min.
E-H A 1963

Discusses the geologic formation of Oahu, its bearing on water supply and the role of the Honolulu Board of Water Supply.

MANANA - ISLAND OF BIRDS
6102 25 min.
E-H A 1973

Birds such as the sooty tern, the wedge-tailed shearwater, and the knotty tern have been able to multiply and live on Manana Island because of Hawaii laws designating it as a wildlife preserve.

CLOUD OVER CORAL REEF
6099 30 min.
E-H A 1973

The film depicts life in the coral reef, and shows the effects of the Crown of Thorns starfish upon the reefs, as well as the effects caused by human-engendered soil erosion upon Kaneohe Bay.

Population

POPULATION TIME BOMB
7162 28 min.
J-H 1977

Presents a variety of viewpoints of knowledgeable experts on the population problem. Effects of population pressures are well illustrated by using two countries as examples. Population pressures affect wealthy as well as poor nations.

TOMORROW'S WORLD: FEEDING THE BILLIONS
4772 52 min.
J-H A 1968

Explores some of the ways being developed to adequately feed the rapidly expanding population of the world.

Crime

HI RISE REBOUNDS, PART I. KQED, San Francisco, 1980. J H
28:46 mins., Color (Up and Coming)
Kevin's friend, "Highrise," is offended by his family's poverty and takes it out on his troubled mother. Special guest star: Rosalind Cash.

HI RISE REBOUNDS, PART II. KQED, San Francisco, 1980. J H
28:47 mins., Color (Up and Coming)
Continuation of Part I.

POVERTY: WHOSE RESPONSIBILITY? Close Up Foundation, 1981. J H A
29:17 mins., Color
Statistics show that there are 25 million Americans who fall into the category of poverty. A group of high school students question Congressman Louis Stokes what the government can do to minimize poverty in America. Representative Stokes defines poverty and explains the problems of Welfare, Medicare, Medicaid and the Food Stamp programs.

MRS. RIPLEY'S TRIP. ITV CO-OP, 1978. J H A
15:00 mins., Color (The Short Story)
Suggests how poverty invades all aspects of the poor farmers' lives; even the trip, which might be expected to bring joy, makes only a small ripple of difference in Mrs. Ripley's hard life. PUBLIC LIBRARY USE - Schools--make request to ETV.

BURGLARY (Short Version). Hawaii Public Television, 1978. E J H A
13:17 mins., Color (8:30)
A policeman explains some safety and protective measures to prevent burglars from getting into the house.

CAREER CRIMINALS (Short Version). Hawaii Public Television, 1979. J H A
6:47 mins., Color (8:30)
Shows how the police department works to protect the community from career criminals.

INSIDE HAWAII STATE PRISON. Hawaii Public Television, 1979. E J H C
60:00 mins., Color
A look at a remarkable cross-section of prison life and prison inmates. With John Abrams as their guide, KHET crew toured the facility which includes the diagnostic cells, protective custody dormitory, print shop, etc. They interviewed eight convicts representing different racial groups who are rapists, burglars, kidnappers, murderers, etc.

INSIDE STATE PRISON. Leeward Community College, 1979. J H A
12:00 mins., Color
Introduction to the inmates of Oahu Prison by a staff counselor, with several inmates voicing grievances about overcrowding and lack of jobs.

SHOPLIFTING. Hawaii Public Television, 1978. J H A
60:00 mins., Color (8:30)
A panel composed of Judge Patrick Yim, David Dingeman, Renee Yuen and Connie McGonigle discusses the problems and consequences of shoplifting. Shows a film of what happens to a shoplifter after she is caught. Mentions measures taken to prevent shoplifting,especially during the holiday season. NOT FOR CATV USE.

SHOPLIFTING (Short Version). Hawaii Public Television, 1978. E J H A
10:29 mins., Color
Statistics show that shoplifting is the most often committed crime in Hawaii especially before Christmas. Shows what happens to a shoplifter after she is caught and mentions some precautions to prevent shoplifting.

VANDALISM: WHO IS RESPONSIBLE? City and County of Honolulu, Dept. of Parks & Recreation, 1978. E J H A
14:14 mins., Color
This program was prepared by the Anti-Vandalism Team of the City & County of Honolulu, Department of Parks & Recreation to illustrate the high cost in tax money of vandalism in our parks, and the frustration that results, including closing of some parks. Responsibility is shown to fall on all of us. A personal presentation to accompany this tape,including discussion and information handouts, can be arranged by calling 536-5498.

Alienation

DEPRESSION II. Hawaii Public Television, 1978. J H C A
60:00 mins., Color (8:30)
Depression is a condition of general emotional dejection and withdrawal. This program explores the causes of depression,such as death in the family, jobs, family problems, insecurity, lonesomeness, etc. NOT FOR CATV USE.

DEPRESSION II (Short Version). Hawaii Public Television, 1979. J H C A
6:38 mins., Color (8:30)
Examines the reasons why some people are depressed during the holiday season and certain ages when depression is prevalent.

PREJUDICE AND HARMONY IN OUR SCHOOLS. Makiki's People Library and Hawaii State DOE, 1978. J H A
60:00 mins., Color (8:30)
This program explains prejudice in our schools and presents programs geared to solve the problems. Students of different ethnic groups air

their gripes, talk about their problems, such as language barrier, problems between local and foreign born students, cultural background, etc. After participating in these programs the students change their attitude toward their fellow students.

SUICIDE. WGBH Educational Foundation, 1980. J H
29:17 mins., Color (The New Voice)
When an ambulance comes to the high school and takes classmate Harry Magneson to the hospital, the staff becomes alarmed--Harry has attempted suicide. They decide to find out why a young person would want to take his or her life.

TENNESSEE'S PARTNER. ITV CO-OP, 1978. J H A
15:00 mins., Color (The Short Story)
This program develops the theme of genuine love and friendship. The main character, Tennessee's Partner, also suggests how a rough, uncouth, outward appearance belies the essential goodness and decency of his character. PUBLIC LIBRARY USE - Schools--make request to ETV.

VEGETABLE SOUP II: PROGRAM II. New York State Department of Education, 1978. E J
30:00 mins., Color
The puppet kids prepare to start their treasure hunt only to discover that the spaceship has disappeared. In a short drama segment, "Newcomer," a boy who has just moved to Hawaii tries to make friends with his new neighbors.

WINNER, THE. Muscular Dystrophy Association, 1980. E J H A
24:00 mins., Color
Story of a young muscular dystrophy patient and his efforts to succeed. Program shows that muscular dystrophy patients act and behave just like normal kids although they are confined in a wheelchair.

Runaways

CARMEN RUNS AWAY. WPBT Public Television, 1980. J H A
30:00 mins., Color (Que Pasa, U.S.A.?)
Carmen tries every means to attract the attention and love of her family, but nobody notices her. All their attention is focused on Joe, so she decides to run away. When she returns home, she finds that too much family attention is a nuisance. Spanish/English program.

SOCIETY'S THROWAWAY CHILDREN. KHON-TV2 Production, 1980. J H A
27:23 mins., Color
Runaway children, mostly teenagers, are children who are abused, whose parents cannot handle them, unwanted children, law breakers, etc. This program explains why children run away from home and problems of these children. Examines homes which shelter these children, such as Hale Kipa and Hale Ho'omalu, activities and services, as well as problems of these institutions.

Violence

CHILD ABUSE: WHY? (Short Version). Hawaii Public Television, 1978. J H A

6:08 mins., Color (8:30)

Analyzes the causes of child abuse and shows samples of physical and sex abuse and the psychological effects to the child.

FAMILY VIOLENCE. Hawaii Public Television, 1979. J H A

60:00 mins., Color (Dialog)

Violence in families is a continuous pattern which passes down from one generation to the other. It happens in all sorts of families. This program analyzes the causes of physical or emotional violence both in children and adults. Explains various programs and agencies geared to help these victims. NOT FOR CATV USE.

FAMILY VIOLENCE (Short Version). Hawaii Public Television, 1979. J H A

12:47 mins., Color

Short version of FAMILY VIOLENCE without the panel discussion.

INTERMEDIATE SCHOOL. Leeward Community College, 1979. J H A

12:00 mins., Color

Study of public school violence as told from the points of view of four students at Waipahu Intermediate School which has had its share of such violence.

Drugs

WHAT'S IT GONNA BE? Hawaii State DOE, 1969. E J

20:00 mins., BW (Seasons of Change)

The effects of drugs on the family are presented, with an emphasis on hard narcotics, through comments, songs, commercials and statements by former addicts and local students.

Environment

ENVIRONMENTAL HEALTH HAZARDS. Hawaii Medical Association, 1979. J H A

30:00 mins., Color (Your Body, Your Mind)

This program investigates the causes and prevention of water, air, and noise pollution. Explains some of the health problems as a result of these health hazards.

LITTER MESSAGE, A. Texas Highways Department, 1977. E J H A

13:00 mins., Color

A Litter Message is not the typical preachy "don't litter" approach to the litter problem. It displays humor (see Dick run), drama (behold the fiery blast of a cannon) and realism (watch litter pile into garbage), with a little animation for flavor.

MEECOLOGY. McDonald's, 1974. E J
26:00 mins., Color
The film portrays children from varied surroundings and how each child relates to his environment in an ecologically productive way. Each situation is referred to as a "meecology" which points out the importance of "me + ecology" to the viewer.

POLLUTION BELOW. NASA, 1975. J H A
14:00 mins., Color
Presents the stories of three people far apart, caught up in dangerous situations caused by unexpected pollution, as seen through the eyes of NASA's satellite cameras.

TO LIVE AND BREATHE. Aetna Life and Casualty, n.d. J H A
11:30 mins., Color
Identifies leading causes of air pollution, the effects on the environment and what we can do as individuals or as members of the community to combat the problem.

WHO WILL SAVE THE WORLD FROM MAN? Hawaii State DOE, 1969. E J
20:00 mins., BW (Seasons of Change)
Program shows graphically how various types of pollution combine to create a definite hazard to man's health. Pollution in Hawaii is stressed.

Population

CONTROLLING GROWTH IN HAWAII, PART I. People's Video Fund, 1978. J H A
30:00 mins., Color
This program examines the causes of population growth in Hawaii and its effect to our economy. Presents a number of techniques for controlling population growth as well as viewpoints of a variety of people on the need to slow down the growth rate.

CONTROLLING GROWTH IN HAWAII, PART II. People's Video Fund, 1978. J H A
30:00 mins., Color
Continuation of part one with emphasis on the effect of tourism to both population growth and the economy of Hawaii. It analyzes where the money from tourism goes and who benefits from it.

HAWAI'I NEI: CHOICE OR CHANCE. Commission on Population and the Hawaiian Future, 1980. E J H C A
15:20 mins., Color
Presents an overview of Hawaii's natural resources and the possible negative effects that unlimited/undirected population growth could have on those resources.

POPULLUTION. Hawaii State DOE, 1969. E J
20:00 mins., BW (Seasons of Change)
Program shows how most of man's pollution problems are caused by over population. The speed at which the world population is growing is demonstrated and the effects of doubling are graphically illustrated.

Energy

AFTER OIL (Short Version). Hawaii Public Television, 1977. J H C A
5:27 mins., Color
Explains the use and effect of alternative sources of energy: the utilization, consumption and conservation of fuel and energy.

ALTERNATE ENERGY (Short Version). Hawaii Public Television, 1980. J H C A
7:03 mins., Color
As oil resources become scarce new energy sources, some unique to certain regions, are being investigated nationwide. Hawaii is naturally blessed with tradewinds, year-round sunshine and active volcanoes. This program examines the wind turbine in Kahuku, test on geothermal energy on the Big Island, use of solar energy to heat water and converting waste to energy.

GUSTS OF POWER. U.S. Department of Energy, 1980. J H A
13:56 mins., Color
Since the cost of oil has gone up, people are trying to make use of other natural resources as sources of power. This film explores the use of wind as a source of energy. Shows different researches in making use of the wind as a source of power--use of windmills in dairy farms and irrigation systems powered by the wind.

APPENDIX I

GENERAL TEACHING STRATEGIES

- Conflicting Quotations. Contrast the meanings of the quotations.
- Statistical Table. Questions to ask: What story do these figures tell us? What other information can we deduce from them? What questions do they lead you to ask?
- Surveying Student Opinion. A survey of student opinion, taken at the beginning of the lesson, is a good way to get student involvement and interest. During the class discussion, have students explain their reactions to the items of the poll. It should be understood that there are no "correct" answers but that there are "prevailing" opinions.
- Picture Study. Show photographs without captions and ask leading questions or have students raise questions.
- Personalizing Questions. Personalizing the questions is a useful device to arouse student interest. "How would you feel if....?" "What would you do if....?"
- Source Materials. Source materials can pose problems that arouse student curiosity. A pithy excerpt can challenge students to seek and evaluate data.
- Anecdotes. Personal experiences can provide motivation from which lesson aims can be elicited by use of key questions.
- Imaginative Questioning. Any question that offers students an opportunity to use their imagination will stimulate and sustain interest. The questions that follow may be adapted to a variety of lessons:

  1. If you were a cartoonist, how would you illustrate the idea of the aloha spirit? the idea of equality under the law?
  2. What would the future scientists say about life in America on the basis of the excavation of Honolulu Prison?
  3. How would you design a postage stamp to commemorate the police officer in American life?
  4. If you were a lawmaker, how would you react to a proposal calling for censorship of movies?
  5. What would King Kamehameha say about air pollution over Honolulu?
  6. What do you think of the suggestion that cities provide free public transportation to downtown areas and prohibit the use of private cars?
  7. What problems would teenagers who grew up on a farm face if their family moved to the city?

- Cartoons. One important use of cartoons is molding political opinion. They present issues and are normally drawn to praise or criticize a particular policy, situation, viewpoint, or personality. To become informed participating citizens, students must learn to read and understand cartoons. Some questions useful for analyzing cartoons are:

  1. What does each figure represent?
  2. Identify the issue/issues being presented.
  3. What views are represented?
  4. Are there other views which are not presented?
  5. Who are the groups of people who have an interest in the issue?
  6. What particular view do you think the cartoonist is promoting?
  7. What techniques are used by the cartoonist to express a viewpoint?

- Newspaper Headlines and Stories. Newspaper headlines and stories serve as useful exercises in critical analysis. Questions to ask:

  1. What attitude does it show? Favorable? Unfavorable?
  2. Would the change in a noun or verb change the impact of the headline on the reader?
  3. Does the headline accurately reflect the story?
  4. Compare handling of a story in two different papers.
     a. Page location
     b. Length of story
     c. Size of headline
     d. Use of pictures with story
     e. Does an editorial or cartoon appear in the same issue?

- Case Study Method. A case study is a problem situation or an unfinished story used as a classroom exercise. It normally includes: 1) a statement of the facts of the case; 2) the investigation of a single institution, decision, situation, or individual; and 3) a question intended to highlight certain aspects of the case. Ideally, the case study should take less than a page to describe. (Dunwiddie, Oliver and Newmann)

  This approach encourages student involvement and participation; it also promotes the educational objectives of critical thinking and appreciation of another's values. The more realistic the case, the more likely the class discussion will simulate the real-life situation.

It is important to remember that the object of this case study approach is not to have students learn or discover correct answers. It is more important that students learn to analyze various positions or take positions and justify them rationally. Therefore, evaluation should be based not on the mastery of the substantive truths but on the performance in reasonably justifying whatever position he or she takes.

Guidelines in using the case study.

1. Warm-up exercises. One of the best ways to interest students is to personalize the situation.

2. Read the case or have students read the case. If the case is a court case, do not reveal the decision rendered by the court.

3. Allow a short period of time for clarification. Students must understand the facts of the case clearly. This includes an agreement on definitions of terms.

4. Identify the issues and clarify the various positions, viewpoints, and underlying values.

   In this phase of exploring the issues, the teacher should avoid telling students what to think or asking questions that will produce predetermined answers. The teacher's role is to point out to students the assumptions students are making and the attitudes and values they are bringing to the discussion. This will help students to recognize their own attitudes and values as they question and reexamine them.

5. Decision-making. Have students decide what is to be done or what policy is best. They should be able to state the underlying values and assumptions. At this point, when students have selected a course of action, alternatives should thoughtfully be considered, together with consequences. Finally, there should be a realization that decisions involve sacrifices and even risks on somebody's part.

Some forms or styles in case studies (suggested by Oliver and Newmann)

1. Story: especially useful for involving students emotionally in a situation; may represent authentic events or may be totally fictitious

2. Vignette: a short excerpt which does not have a completed plot

3. Journalistic historical narrative: told like a news story with no conscious attempt to create a plot or characterization

4. Documents: court opinions, speeches, letters, diaries, transcripts of trials and hearings, laws, charters, etc.

5. Research data: can be used as empirical evidence in the testing of factual claims, helpful in analyzing statistics for reaching generalizations inductively from raw data

- **Role-Play**. Role-play is a kind of "reality practice." It enables groups to relive critical incidents, to explore what happened in them, and to consider what might have happened if different choices had been made in the effort to resolve the problems involved. Role-playing is especially useful in examining human relationships.

  Guidelines for role-play.

  1. Warm-up. This phase is important to acquaint the participating students with the problem at hand and also to get students emotionally involved with the problem. A good device to use is the personalizing question.
  2. The next step is to express the problem in the vivid details of a specific example. An effective tool is the problem story that stops at the dilemma point. A brief discussion should be held to prepare the students for the role-play. A useful technique is to ask students for their opinions on the outcome of the situation.
  3. Select participants for the role-play. It is important to use individuals who have identified with the role, who can see themselves as particular persons in the situation, who can feel the parts. The teacher should avoid assigning roles to children who have been volunteered for those roles by others.
  4. Set the stage. The players very briefly plan what they are going to do. They decide in a general way on a line of action.
  5. Prepare the audience to be active observers. The audience should be prepared to become good listeners and observers of other people's feelings and ideas, to place themselves in the other person's position in order to look at it with him or her, and see what he or she sees. It is only as one understands another's viewpoint that one is in a position to agree or disagree with another. At the same time, the students should be exploring the alternative ways of solving the problem.
  6. Role-play. The players assume the roles and "live" the situation, responding to one another's speeches and actions as they feel the people in those roles would behave.
  7. Discuss and evaluate. This is one of the most vital phases of role-playing. It is in the give-and-take of discussion that problem-solving procedures are refined and learned. The teacher's questions should guide the discussion toward consequential thinking, looking ahead to the consequences of behavior, followed by discussion of alternative proposals.

     Re-enact an alternative proposal. Follow with steps 5 and 6.
  8. Generalize. Out of the enactments, criticisms, alternative proposals and re-enactments, the class hammers out some general principles of conduct. However, the teacher must be prepared to accept the fact that some role-playing sessions do not reach the level of generalization.

- Simulation. Simulation games are simplified, operational models of real-life predicaments or situations.

  The word "model" means two things: 1) the reality being represented is reduced in size until it reaches manageable proportions, and 2) only certain aspects of "the real thing" are chosen for inclusion in the model.

  Simulations allow the students to act and react under a "Let's Pretend" controlled set of circumstances. They have specific procedures for placing the learner in a role-playing position where the learner assumes a decision-making role, but where he or she must follow procedures and rules to achieve specific objectives.

  Virtually all simulations involve role-playing. However, role-playing qualifies as a simulation only to the degree that the roles being acted out correspond to or represent the functioning of some real process or system, such as the barter system or the legislative process. Students assuming the roles of the Governor of Hawai'i and his advisors going through the process of decision-making can be considered a simulation.

  The teacher's role changes to one of an arbitrator, a referee who mediates decisions and conflicts, or a source of information to the students.

  Guidelines in designing and using simulation games.

  1. Decide on a problem area on which there are dilemmas in life decisions and identify some objectives. What does the teacher want to teach?

  2. Designers must construct a simplified model of the process or system that will best serve the objectives.

  3. The participants or teams necessary to simulate the problem must be determined.

  4. The actors must have resources (troops, money, votes, etc.) to exchange in competition with other players. Most simulations attempt to give a precise value to resources exchanged so that the participants's progress can be known at given points and success or failure evaluated after the game.

  5. The actors as they engage in trading resources must have rather clear objectives or goals.

  6. There must be some limits or rules set on what is permissible behavior. Also, time limits must be determined for the various stages of play, and procedures for exchanges must be spelled out. In some games, the rules are elaborate and strict; in others, loose and simple.

  7. Begin the game with a scenario to set the stage and instruct the actors for the beginning of play. Students should know the description of all the various players, their objectives and resources, and the rules by which they must be governed.

8. Post-game follow-up and evaluation. This phase is vital if the simulation game is to be effective as a teaching/learning device. In this phase, students should a) analyze their experiences, b) be given the opportunity to ask questions and express feelings or insights they discovered, and c) form generalizations.

   If necessary, teachers ought to be prepared to ask those questions which relate to the process and objectives of the game. (Nesbitt)

- An Inquiry Model. This model is useful in raising and evaluating analytical questions.

  Guidelines

  1. Read case study or confrontation material.
  2. Have students ask those questions which they believe are important in understanding the issues. (Students may work in small groups. As students develop the ability to raise analytical questions, they may evaluate their group's questions using the criteria listed below.)
  3. List all questions on the board.
  4. Evaluate the questions using the following criteria:
     a. Can the question be answered? If so, with what kinds of information or opinions? Where can they be obtained?
     b. Is there a single, definite answer to the question? If not, why not?
     c. Is it necessary to define carefully key words in any of the questions? Why?
     d. Does the question include a statement that has not been established as true? If so, how can the question be reworded?
     e. Can the question be answered with a definite yes or no? If so, what other questions may be necessary?
  5. Have students answer their questions. This may be done in small groups or class discussion. Teacher may have students follow through with the problem-solving method.

- Problem-Solving Method.

  1. Recognize a problem
     a. Defining the problem
     b. Clarifying the problem
  2. Formulating hypotheses
     a. Asking analytical questions
     b. Stating hypotheses

3. Recognizing the logical implications of hypotheses

4. Collecting data

5. Classifying data

6. Analyzing, evaluating and interpreting data

   a. Selecting relevant data
   b. Evaluating sources
   c. Determining the frame of reference of author
   d. Interpreting the data

7. Evaluating the hypotheses in light of the data

   a. Modifying the hypotheses, if necessary
   b. Stating generalizations

(Fenton; also Simon)

- Discussion/Analysis Approach to Public Policy Problems.

1. The Issue: Identify or define the issue.
   What is the issue? What is the problem? Why is it a problem?

2. The Sources of Authority: Identify or specify who or what organization or institution sets the policy.
   Who made the present law or rule to cause the situation? Why?
   Who has the power to change it? How? Why? When?

3. The Interests: Identify or specify the groups or categories of people with an interest in the issue.
   Who cares? Who has something at stake? Who represents each interest?
   Who speaks for each? What are their values?

4. The Alternatives: Propose or discover solutions to the problem. What can or should be done about it? What are the consequences of each proposal?

5. Proposed Solution: Select the most feasible solution after examining a range of alternatives.
   What course of action will I follow to accomplish the goal?

- Team Challenge - A Teaching Strategy

Rationale

Team challenge organizes students into groups and allows them to work on various assignments which require group inter-action. It can be used to introduce new materials or review concepts already covered. Students are especially motivated since it involves team spirit.

Purposes

1. To give students a chance to work and inter-react with one another.

2. To give students an opportunity to work together in making decisions and in solving problems.

3. To have students become aware that their contributions are important in group dynamics.

Organization

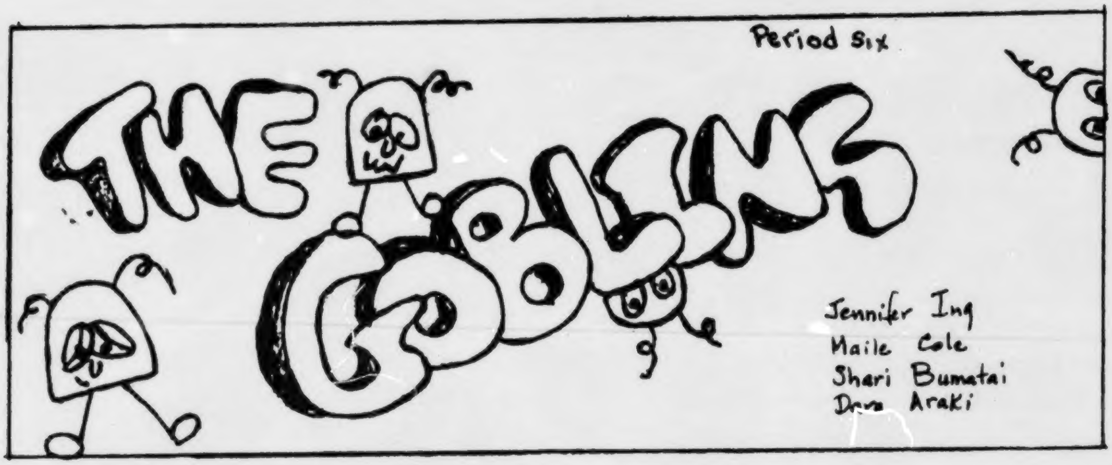
1. Students are divided into groups of not more than five and not less than three. Teacher may assign groups or students may organize their own groups. Teacher is asked to be sensitive in placing the solitary student so that he/she does not feel excluded from the activity. Teacher may change the groups quarterly if cliques begin to appear within the groups.

2. Students are asked to make team banners which will include the team name, names of members and class period. Students are very creative and can design interesting logos.

   Teams should be supplied with 8" x 18" oak tag board and colored pens (if available).

   Give students a time limit to complete banners, then judge them for Most Creative, Most Original, Most Beautiful.

   These Team Banners should be put on display in class so everyone can see the progress of each group or team.



3. On Team Challenge day, groups are given a Team Challenge answer sheet (see sample on the next page) and teacher may either read objective questions or have questions made out and passed to each group.

4. Winning groups may be given a group grade and may also receive colored dots to signify their winning. (Example: red dot - first place, green dot - second place, yellow dot - third place. These may be made with construction paper or bought at any drug store.) These colored dots are pasted on the banners and at the end of each quarter, winners in each class are announced. Their banners are then placed on a bulletin board titled Winners' Hall of Fame.

5. Students may choose new groups, new names, etc., after the end of each quarter. Teacher may allow members of groups to stay together.

6. Team challenge may be used not only for objective type review but for essay type responses, for simulations or anything else that calls for group work.

TEAM CHALLENGE ANSWER SHEET

Group Name____________________ Period_______ Date________________

Topic Under Study:____

Group Members: 1. (Chairperson)__________________ 2.__________________

3.________________ 4.________________ 5.________________

SERIES ONE: 10 pts.

______ 1.____________
______ 2.____________
______ 3.____________
______ 4.____________
______ 5.____________
______ Total points

SERIES TWO: 20 pts.

______ 6.____________
______ 7.____________
______ 8.____________
______ 9.____________
______10.____________
______ Total points

SERIES THREE: +20-20 pts.

______11.____________
______12.____________
______13.____________
______14.____________
______15.____________
______ Total points

SERIES FOUR: 30 pts.

______16.____________
______17.____________
______18.____________
______19.____________
______20.____________
______ Total points

SERIES FIVE: +30-30 pts.

______21.____________
______22.____________
______23.____________
______24.____________
______25.____________
______ Total points

EXTRA CREDIT: IF ANY

______ 1.____________
______ 2.____________
______ 3.____________
______ 4.____________
______ 5.____________
______ 6.____________
______ 7.____________
______ 8.____________
______ 9.____________
______10.____________

GRAND TOTAL POINTS INCLUDING EXTRA CREDIT

____

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APPENDIX II

RESEARCH GUIDELINES

NAME ____________________

PERIOD ____________________

STEP	TASK		DATE DUE	TCHR INI.
1	SELECT TOPIC	• Is it too big to handle? • Is it too narrow? • Do you need to ask teacher for help?		
2	WRITE QUESTIONS	• What do you want to find out? • Who? What? Where? Why? How?		
3	FIND RESOURCES	• Are resources available? Books, magazines, A-V materials, Resource Persons • Do you need to ask librarian for help?		
4	TAKE NOTES	• Did you record only one kind of information on each card? • Did you write the sub-topic on the card? • Did you write the source of information on each card? (author, p. no.)		
5	WRITE BIBLIOGRAPHY	• Is your information complete? • Did you write each source on separate cards? (3" x 5" is good size)		
6	MAKE OUTLINE	• Did you organize your ideas into groups? • Did you identify the main headings for each group? • Do you have supporting details?		
7	WRITE ROUGH DRAFT	• Did you follow your outline and write in paragraph form? • Did you write an introduction and conclusion?		
8	MAKE REVISIONS	• Did you cross out irrelevant data? • Did you proofread to check for errors?		
9	WRITE FINAL COPY	• Did you accurately recopy your corrected rough draft? • Did you proofread to check for errors?		
10	SHARE	Planning: How am I going to share? What will I need? Sharing: Am I speaking so everyone can hear?		

APPENDIX III

Foundation Program Objectives

The Foundation Program Objectives established by the Hawaii State Department of Education provide the basis for curriculum planning and development throughout the state. A student who achieves these eight Foundation Program Objectives by high school graduation is considered capable of successfully coping with adult life. These objectives are:

1. Develop basic skills for learning and effective communication with others.
2. Develop positive self-concept.
3. Develop decision-making and problem-solving skills consistent with the student's proficiency level.
4. Develop independence in learning.
5. Develop physical and emotional health.
6. Recognize and pursue career development as an integral part of personal growth and development.
7. Develop a continually growing philosophy that reflects responsibility to self as well as to others.
8. Develop creative potential and aesthetic sensitivity.

APPENDIX III

Performance Expectations for Intermediate Level (Grade 8)

Performance expectations are important competencies expected of a range of students. The following list of Performance Expectations represents those identified for Grade 8 (see Student Performance Expectations of the Foundation Program, pp. 54-55, 100-101). However, both grades 7 and 8 provide the instructional context for development of these competencies. The appropriate grade level social studies curriculum where each performance expectation can be addressed is indicated in the column on the left.

Grade	
7, 8	• Describes the basic governmental structures and responsibilities at the local, state, and federal levels.
7, 8	• Describes the lawmaking processes at the local, state, and federal levels.
7, 8	• Compares and contrasts the major responsibilities among the local, state, and federal levels of government.
7, 8	• Identifies and defines the major ways in which people organize themselves in American society today.
7, 8	• Describes how and why people organize to satisfy basic social needs.
7, 8	• Compares and contrasts the major ways in which people organize and analyze the effectiveness of their efforts.
7, 8	• Distinguishes statements of fact from opinion when reviewing data related to a social problem.
7, 8	• Gathers data from various sources and organizes the data related to a social problem.
8,	• Distinguishes between relevant and irrelevant data when gathering information for solving a social problem.
8	• Identifies the key questions that need to be answered in resolving a social problem.
8	• Organizes, analyzes and interprets social science information from many sources in solving a social problem.
8	• States a hypothesis about the cause of a social problem.
7, 8	• Identifies and describes personal social values that are derived outside of family life and peers.
7, 8	• Identifies the major forces in the community which influence the development of one's personal social values.
7, 8	• Describes cultural practices of an ethnic group other than one's own, and explains one's acceptance or non-acceptance of them.

Grade	
7, 8	• Analyzes the reasons for difficulties in acceptance of cultural practices that differ from one's own.
8	• Evaluates how personal social values affect development of one's personality.
7, 8	• Accepts differences in cultural practices which may conflict with that of one's family or peers.
7, 8	• Describes one's personal values.
8	• Explains how one's personal values influence the kinds of social activities one engages in.
8	• Explains why American social values change.

APPENDIX III

Performance Expectations for High School Level (Grade 10)

Performance expectations are important competencies expected of a range of students. The following list of Performance Expectations represents those identified for Grade 10 (see Student Performance Expectations of the Foundation Program, pp. 54-55, 100-101). However, both grades 9 and 10, as well as the intermediate grades, provide the instructional context for development of these competencies. The appropriate grade level social studies curriculum where each performance expectation can be addressed is indicated in the column on the left.

Grade	
7, 8, 10	• Describes the lawmaking processes at the local, state, and federal levels.
8, 10	• Identifies the basic rights and responsibilities expressed in the U.S. Constitution.
8, 10	• Explains basic rights and responsibilities in American society in terms of due process of law.
7, 8, 9, 10	• Identifies basic human social needs and how various societies provide for satisfying such needs.
7, 8, 9, 10	• Identifies several outstanding historical personalities who were successful in achieving their goals that contributed to the betterment of society.
8, 10	• Analyzes the characteristics of several historical figures in American history who were successful in bringing about changes in the economic and political policies and practices of the nation.
8, 10	• Identifies and evaluates the personal social values held by prominent leaders who brought about economic and political changes in American history.
7, 8, 9, 10	• Identifies a social issue or problem and describes the steps required in solving the issue or problem.
7, 8, 9, 10	• States a hypothesis about a social problem.
7, 8, 9, 10	• Analyzes data and develops alternative solutions to a social problem.
7, 8, 9, 10	• Designs a research project to test a hypothesis about a social problem.
7, 8, 9, 10	• Reviews the processes involved in solving a social problem and evaluates the effectiveness of the outcomes.
8, 9, 10	• Designs and implements a research project to test a hypothesis about a social problem.

Grade	
7, 8, 10	• Identifies the cultural practices which one's community values.
10	• Demonstrates personal behavior that recognizes "human worth and dignity" in relating to others.
7, 8, 10	• Describes the multicultural heritage of the American nation.
8, 10	• Describes how social change affects development of personal values.
8, 10	• Identifies the major social values in American society today and explains how these influence personal values.
7, 8, 9, 10	• Analyzes and evaluates different cultures that have contributed to the development of American society.

APPENDIX III

Performance Expectations for High School Level (Grade 12)

Performance expectations are important competencies expected of a range of students. The following list of Performance Expectations represents those identified for Grade 12 (see Student Performance Expectations of the Foundation Program, pp. 54-55, 100-101). The performance expectations for Grade 12 represent the cumulative efforts of grades 7-12. The appropriate grade level social studies curriculum where each performance expectation can be addressed is indicated in the column on the left.

Grade	
8, 10-12	• Describes one's role in the American election process.
8, 10-12	• Explains the role and function of political parties in the American election process.
8, 10-12	• Predicts probable legislation on major issues based on the outcomes of an election.
8, 10-12	• Explains basic rights and responsibilities in American society in terms of due process of law.
8, 10-12	• Analyzes a problem of violation of human rights guaranteed by the U.S. Bill of Rights or denial of due process of law.
9, 10-12	• Analyzes the concept of human rights (Universal Declaration of Human Rights) and describes its status in the world today.
7-12	• Analyzes data and develops alternative solutions to a social problem.
7-12	• States a hypothesis about a social problem.
10-12	• Reviews the processes involved in solving a social problem and evaluates the effectiveness of the outcomes.
11-12	• Designs and implements a research project to test a hypothesis about a social problem.
11-12	• Develops a plan for implementing a recommended alternative derived from research on a social problem.
11-12	• Predicts probable consequences of a decision or course of action on a social issue involving personal participation.
7-12	• Identifies the major factors which influence the development of one's personality (e.g., culture, family and early experience).
11-12	• Identifies a personal social value and explains how it influences one's relationship with others.
8-12	• Identifies and explains how social values held by peers were developed and accepted.

11-12 • Explains the social, financial and occupational differences of being male and female in American society.

11-12 • Identifies and analyzes those factors (e.g., age, sex, expectations of self, peers, school, family, citizens of a state and nation) which may influence personal roles in the future.

10-12 • Analyzes a changing American social value and describes the consequences as they affect one's role in society.